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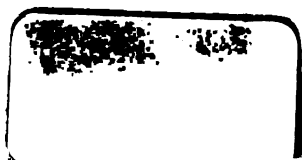
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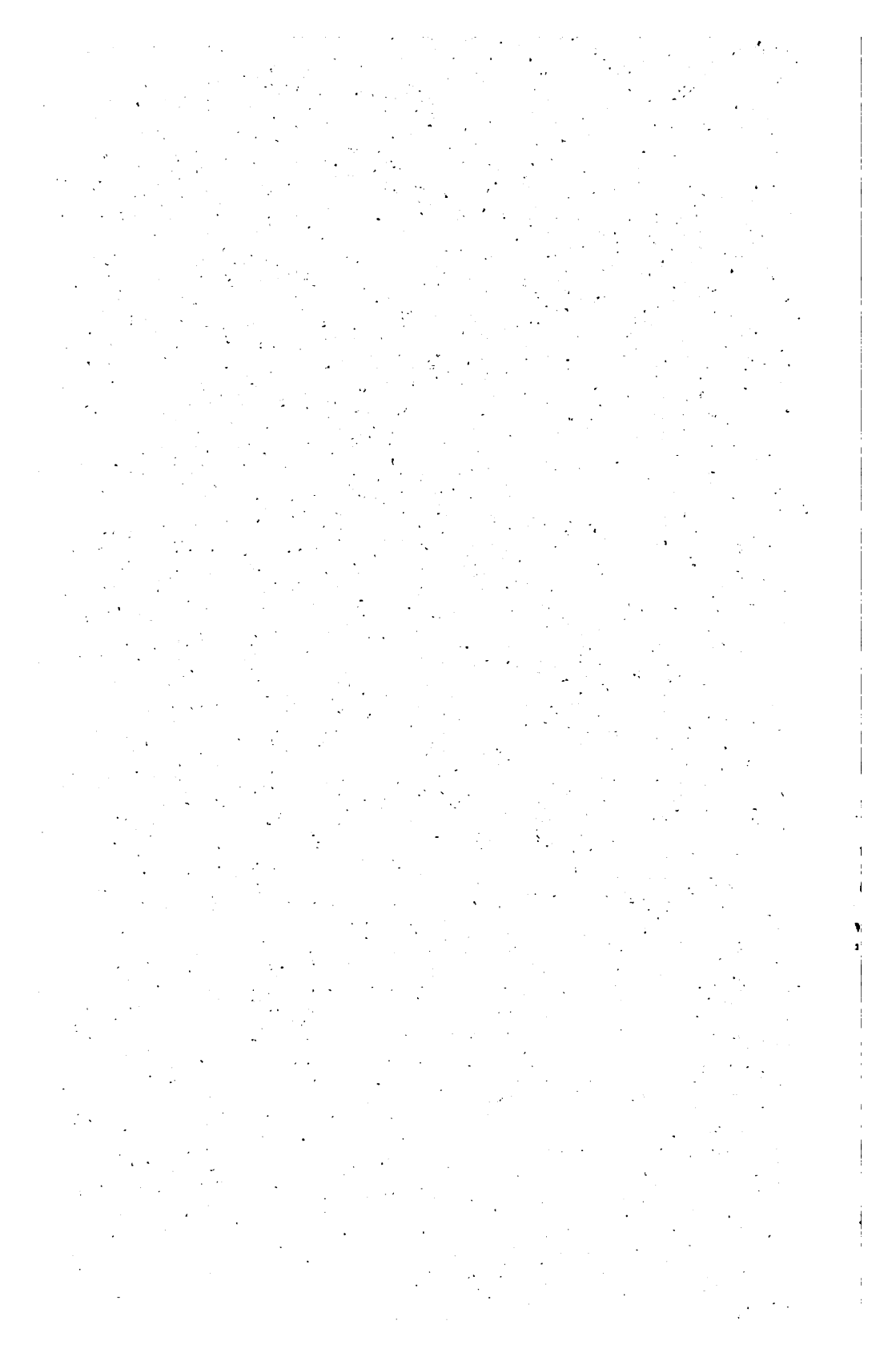
★ State Normal School

Duluth, Minnesota

Catalogue Number

1906

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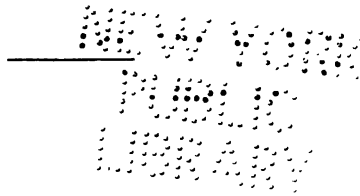
STUDENTS' HOME.

Vol. I

May, 1906

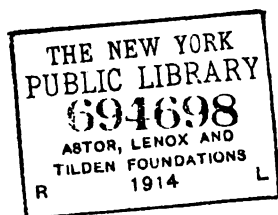
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Bulletin
of the
State Normal School
Duluth, Minnesota



Fourth Annual Catalogue

**with Announcements for
1906-1907**



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Calendar for 1906-1907.

Fall Term.

Entrance Examinations and Enrolment of Students.....
.....Tuesday, September 4, 1906
Class-work beginsWednesday morning, September 5, 1906
Term endsWednesday noon, November 28, 1906

Winter Term.

Enrolment of Students.....Tuesday, December 4, 1906
Class-work beginsWednesday morning, December 5, 1906
Holiday vacation beginsFriday noon, December 21, 1906
Class-work resumedTuesday morning, January 8, 1907
Term endsFriday noon, March 8, 1907

Spring Term.

Enrolment of Students.....Tuesday morning, March 19, 1907
Class-work beginsWednesday morning, March 20, 1907
Term endsWednesday, June 12, 1907

State Normal Board.

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HON. JOHN C. WISE, Resident Director Mankato
HON. ALVAH EASTMAN, Resident Director St. Cloud
HON. S. G. COMSTOCK, Resident Director Moorhead
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HON. ALVAH EASTMAN President
HON. JOHN W. OLSEN Secretary and Purchasing Agent

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- LINUS W. KLINE, Ph. D.,**
Psychology and Pedagogy, Supervisor of Training School.
- HARRY C. STRONG, A. B.,**
History and Civics.
- JESSE W. HUBBARD, A. M.,**
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- DORA EATON,**
Domestic Science.
- *HERBERT BLAIR, B. S.,**
Biology.
- HELEN H. MASON,**
Music.
- C. F. CURTIS RILEY, A. B.,**
Biology.
- ANNA N. CAREY, A. B.,**
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- KATHARINE D. POST, B. L.,**
Latin.
- BEULAH I. SHOESMITH, B. S.,**
Mathematics.
- HELEN A. BAINBRIDGE, Ed. B.,**
Drawing and Manual Training.
- OLIVE B. HORNE,**
Seventh and Eighth Years, Training School.
- MARGARET QUILLIARD,**
Kindergarten.
- EDNA E. HEYWOOD, Ph. B.,**
Third and Fourth Years, Training School.
- IRENE M. SINCLAIR,**
Fifth and Sixth Years, Training School.
- FLORENCE V. ELY,**
First and Second Years, Training School.

*Absent on leave.

General Statement.

Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of \$5,000 was made for the foundation, and in 1899 the legislature voted \$75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

The enrolment of students in the Normal Department during the first of the four years that the school has been in operation was one hundred twenty-seven, that for the second, not counting special students who carried work in Domestic Science only, was one hundred forty-nine, for the third one hundred sixty-one and for the present year two hundred two. If this rate of increase should prevail another year the enrolment of the first year will have been doubled at the end of the fifth year. A like increase in attendance has taken place in the grades of the Model School.

A Kindergarten and all of the grades from the first to the eighth are maintained. At the opening of the school four years ago it was somewhat doubtful whether the number of children to attend would be sufficient to constitute a model school in any proper sense. Only three teachers were needed to take charge of the pupils at that time, while five are required now and the number of children seeking admission is greatly in excess of the limit fixed for the several grades.

The Building and Equipment.

The building is thoroughly modern in construction and equipment. It is located in one of the most attractive parts of the city, overlooking the waters of Lake Superior from a height of more than three hundred feet.

The laboratories are large and well arranged. The furniture and apparatus are new and excellent in every way. The present equipment of the several laboratories represents an expenditure of not less than \$7,500, and is entirely adequate for the needs of the school.

A large and well-lighted room has been equipped for manual training. It is supplied with twenty benches of the most approved make and all of the necessary tools and instruments.

At the annual meeting of the State Normal School Board in June, 1903, the establishment of a Department of Domestic Science in the State Normal School at Duluth was authorized. This action was taken in response to a proposal on the part of the women of the various clubs of Duluth to furnish the equipment for such department provided the School would employ a teacher. The offer was accepted, the equipment supplied and a teacher employed. The work of the department has been in progress since that time, and the results thus far achieved are highly gratifying, both to the School and the women whose interest and support made them possible.

The library contains from three to four thousand well-selected volumes and is in charge of a well-trained librarian.

Purpose and Plan of the School.

The purpose of the school, as of the other four State Normal Schools, is to train teachers for the common schools of the state. Two departments are maintained:—the Normal Department proper, and the Training Department. The courses of study in the Normal Department are six in number, as follows:

I. The Academic-Professional Courses:

1. The Advanced English Course of five years.
2. The Advanced Latin Course of five years.

II. The Graduate Courses for high school and college graduates:

1. The Elementary Graduate Course of one year.
2. The Advanced Graduate Course of two years.
3. The Kindergarten Training Course of two years.

III. The Elementary Course of three years, displacing the Certificate Course.

The three advanced courses lead to an Advanced Diploma, which, by endorsement after two years of successful teaching, becomes a life certificate of the first grade. The Elementary Graduate Course leads to an Elementary Diploma for High School Graduates, which, upon endorsement after two years of successful teaching, becomes a state certificate of the first grade good for five years, and is subject to renewal by re-endorsement. The Elementary Course leads to an Elementary Diploma, which, after two years of successful teaching and upon endorsement, becomes a state certificate of the first grade, good for five years and subject to renewal by re-endorsement.

The Academic-Professional Courses.

The amount of academic work required in these courses corresponds quite closely to that offered in the ordinary four-year high school course. There is, in addition, provision for special training in Psychology, the History and Philosophy of Education, Methods, Observation and Practice work in the Training Department. A detailed statement of the work offered in these courses will be found in the synopsis of the Courses of Study.

The Graduate Courses.

These courses are arranged to meet the needs of college and high school graduates. The work is wholly professional and may be completed, as elsewhere indicated, in one and two years. The one year, or Elementary Graduate Course, is intended for those graduates of high schools who cannot spend more than a single year in their preparation for teaching, and its completion entitles the student to the Elementary Diploma.

The two-year or Advanced Graduate Course is much richer in subject matter and its completion insures a more satisfactory training. Graduates from this course are in greater demand as teachers. School boards in many of the more important cities of the state, Duluth among others, refuse to employ graduates of the Elementary Graduate Course. The advantages of the advanced courses are such that students should make sure of their inability to spend two years in the school before deciding on the Elementary Graduate Course.

The Kindergarten Training Course is two years in length, and is practically a division of the Advanced Graduate Course. The outline of work will be found on pages 27 and 28. Only such students as are qualified to enter one or the other of the graduate courses can undertake this course.



ASSEMBLY HALL.

The Elementary Course.

This course has been substituted for the Certificate Course, from which it differs in two chief respects. The order of arrangement of the different subjects in the course can be varied in accordance with the needs of the several schools, and the completion of the work entitles the student to an Elementary Diploma, as has been elsewhere stated. The subject matter and the amount of time apportioned the several subjects are practically the same in the new Elementary Course as in the old Certificate Course which it displaces. It is planned to meet the needs of those persons who have not had the advantages of a high school training and who expect to qualify for work in the rural schools. It is also expected that it will meet the needs of those already teaching in the rural schools who desire a more adequate training for their work.

Conditions of Admission.

I. To the Academic-Professional Courses.

Persons holding State Teachers' Certificates of the Second Grade are admitted to the first year class without examination. Others are required to pass satisfactory examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board.

Persons holding State Teachers' Certificates of the First Grade, valid at the time of presentation, are entitled to twelve credits on either of the five year courses or the Elementary Course; provided (1) that the subjects to be credited shall be designated by the President in conference with the student, and (2) that the average of the certificate be not less than 75 per cent, and (3) that subjects in which the standings are less than 75 per cent be not credited and shall reduce the number of credits allowed proportionately.

Admission to advanced standing in any of these courses will be determined by examination in the subjects completed by the class to which admission is sought, or by presentation of other satisfactory evidence of the ability to do the work of the class.

II. To the Elementary Course.

The conditions for admission to this course are the same as those for the Academic-Professional courses.

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry	Geometry	Reviews in Arithmetic
Zoology	Zoology	Physiology and
Reading	Literature	Hygiene
Reviews in Arithmetic	Drawing	Literature
		Music

THIRD YEAR.

Physics	Physics	Physics
Reviews in Grammar	Reviews in Grammar	Rhetoric
Botany	Civics	
Professional Work	Professional Work	Professional Work

Advanced Graduate Course.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Psychology	Psychology	Psychology
Methods in Drawing	Methods in Reading	Elementary Science
Reviews and Methods in Geography	Reviews and Methods in Grammar	Reviews and Methods in Grammar or
Methods in Vocal Music	Reviews and Methods in Arithmetic	Primary Methods

SECOND YEAR.

Literary Interpretation	Theme Writing	School Economy
Reviews and Methods in History	History and Philoso- phy of Education	History and Philoso- phy of Education
General Methods	Manual Training	Theme Writing
Social Science	Teaching	Teaching

Social Science
Psychology

Psychology

Astronomy
Psychology
Solid Geometry

FIFTH YEAR.

Literature	Literature	Physiography or
General Method	History and Philoso- phy of Education	Special Methods
Teaching	Teaching	History and Philoso- phy of Education
		Theme Writing
		School Economy

Latin Course.**FIRST YEAR.**

Fall Term.	Winter Term.	Spring Term.
Latin Lessons	Latin Lessons	Latin Lessons
Algebra	Algebra	Algebra
Geography	Geography	Reading
English Composition	Drawing	Drawing

SECOND YEAR.

Caesar	Caesar	Caesar
General History	General History	Rhetoric
Reading	Manual Training	Manual Training
Geometry	Geometry	Music

THIRD YEAR.

Cicero	Cicero	Cicero
Physics	Physics	Physics
Botany or Zoology	Botany or Zoology	Physiology
English Grammar	Literature	Literature

High school graduates who shall have taken, as post-graduate work, at least a half year's work in Normal subjects as offered in the State High Schools may receive credit for subjects in which they shall have done a full semester's work, provided (1) that these credits shall apply only on the two years' graduate course, and (2) that the President reserves the right to test the quality of work for which credit is asked.

IV. To the Kindergarten Training Course.

The conditions governing admission to this course are identical with those applying in the case of the Advanced Graduate Course. (See III above and pp. 27 and 28.)

Elementary Course.**FIRST YEAR.**

Fall Term.	Winter Term.	Spring Term.
Algebra	Algebra	Algebra
English History	U. S. History	U. S. History
Reviews in Geography	Reviews in Geography	Music
English Composition	English Composition	Reading

SECOND YEAR.

Fall Term.	Winter Term.	Spring Term.
Geometry	Geometry	Reviews in Arithmetic
Zoology	Zoology	Physiology and
Reading	Literature	Hygiene
Reviews in Arithmetic	Drawing	Literature
		Music

THIRD YEAR.

Physics	Physics	Physics
Reviews in Grammar	Reviews in Grammar	Rhetoric
Botany	Civics	
Professional Work	Professional Work	Professional Work

Advanced Graduate Course.

FIRST YEAR.

Fall Term.	Winter Term.	Spring Term.
Psychology	Psychology	Psychology
Methods in Drawing	Methods in Reading	Elementary Science
Reviews and Methods in Geography	Reviews and Methods in Grammar	Reviews and Methods in Grammar or
Methods in Vocal Music	Reviews and Methods in Arithmetic	Primary Methods

SECOND YEAR.

Literary Interpretation	Theme Writing	School Economy
Reviews and Methods in History	History and Philosophy of Education	History and Philosophy of Education
General Methods	Manual Training	Theme Writing
Social Science	Teaching	Teaching

Elementary Graduate Course.

Fall Term.	Winter Term.	Spring Term.
Professional Work	Professional Work	Professional Work
Reviews and Methods in Drawing	Reviews and Methods in Grammar	Elementary Science
Reviews and Methods in Geography	Reviews and Methods in Arithmetic	
Reviews and Methods in Music	Reviews and Methods in Reading (half-term)	

Descriptive Outline of the Work in the Different Subjects.

Psychology.

Course I. Three terms in all Advanced Courses. Term I. The major part of the work of this term is experimental and demonstrative. It is introduced by a study of the nervous system. The material for this work consists of a number of brain models, brain preparations for gross sections, histological preparations from the spinal ganglia, cord and cortex, and a number of charts. The laboratory experiments, about sixty in number, are selected from Witmer's Analytical Psychology, from Munsterberg's Pseud-Optics, and from Sanford's and Titchner's texts in this field. The aim is to give the student an acquaintance with a few of the most important types of experimentation and to lay emphasis on the physiological conditions of mental activity. Incidental, but none the less important, ends are training in accuracy of observation and in interpretation of results. Besides, it is believed that experimentation focuses the students' attention directly on the subject matter of psychology.

Term II. This term is devoted to a more efficient training in the power of introspection and aims at a more general view of the problems of adult introspective psychology, particularly the synthetic nature of mental processes. It includes some further study of the physiological conditions of mental activity, including brain localization. The genetic aspect of mind receives special emphasis throughout the course. Text-book: Titchner's Primer of Psychology or its equivalent.

Term III. The work of this term consists of a more thorough-going treatment of the problem of genetic psychology as manifested in the growing child. A study is made of the development of the senses, of the growth in speech and in movements, and of nascent periods. As far as possible each member of the class is assigned a separate topic in child study for intensive study, the results of which are expressed in a formal paper. Text-book: Kirkpatrick's Fundamentals of Child Study.

Course II. One term in the Elementary and Elementary Graduate courses. In this course, which represents the first of the three terms of "Professional Work" in the Elementary courses, those problems of psychology most directly related to modern school practice are studied. The child as found in the school room furnishes the

text. Topics are assigned from time to time for reading and discussion. Likewise monographs and special papers bearing on educational psychology are reviewed and reported to the class by individual members. Text-book: James' Talks to Teachers.

General Methods.

This course (1) examines the principles, implications and inferences of psychology for the purpose of getting advice, suggestions, and even rules, for the many phases of school work; (2) estimates the relative value of the several school branches for training sense-perception, memory, imagination, attention, volition, etc.; (3) indicates the significance of growth in school practice; (4) attempts a brief survey of the more reputed methods of instruction, as story-building, Socratic method, Herbartian methods, monitorial and developing methods.

History and Philosophy of Education.

Two terms in all Advanced Courses. The work in this subject consists for the most part of critical studies of the educational classics. The classics are read and discussed in class. In selecting translated editions for the students, attention is given to the fidelity of the translation and the technique of the book. Plato's Republic Aristotle's Politics, Locke's Thoughts on Education, Milton's Tractate, Rousseau's Emile and Spencer's Education are read. A descriptive account is given of the Great Didactic, of the writings of Pestalozzi, of Froebel, Herbart and others. During the latter part of the second term an attempt is made to trace out the origin, the philosophical background, the growth and interrelation of the leading ideals of education in the past, and to estimate their present influence on educational practice.

School Management.

Six weeks in all courses. It involves the consideration of a number of topics upon which the success of the school and the real value of its work depend; such as the interrelations of the school, the family, society, church and state. A study is made of the different types of school organization, of the classification of pupils, supervision and school appliances. Special attention is given to school hygiene. The heating, ventilation and lighting of school buildings,

the seating of pupils, the arrangement of the daily program, the diseases and the disorders which the school may cause, aggravate or propagate, are some of the topics. The course will be given chiefly by lectures though Dutton's School Management will be used as a text.

Observation.

This course is taken by the students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period a day. The course furnishes the student an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

Training School and Teaching.

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Academic Professional courses. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the Director, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding weekly conferences at which



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the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

History, Civics and Social Science.

English History. One term in the Advanced Latin, Advanced English and Elementary courses. The work in English History deals mainly with the life of the people and the development of the English Constitution. It is intended mainly to throw light on the establishment and development of the English in America.

United States History. Two terms in the Advanced Latin Advanced English and Elementary courses. In so far as the time allowed for this subject will permit, the course is a thorough study of United States history and not a superficial review of what is done in the grades. Some disputed questions of fact are assigned, and the students are required to search out grounds on which text-book writers base their statements. Enough work of this kind is done in the courses to give some idea of what it means to write history authoritatively. In using the text-book, care is taken to discriminate between statement of fact and the expression of opinion by the author. One aim of the above work is to help the students in gaining ability to estimate the value of school text books on history.

The circumstances and motives that led to the settlement of the various colonies are carefully studied. Special attention is given to the development of self-government in Virginia and Massachusetts. Effort is made to bring out clearly the colonial and English points of view that led to the Revolution. After the formation of the constitution and the organization of the Federal government under it, special attention is given to secession, national development, territorial expansion and the progress toward the ideal of democracy set forth in the Declaration of Independence.

Reviewing and Methods in History. One term in the Advanced Graduate course. This course is conducted in the belief that an adequate knowledge of the subject is the first requisite to good teaching; that one should learn something to teach before talking about how to teach it. Instead of a review in the sense of refreshing the memory of the student on the whole subject, special topics are studied from the sources and from the writings of accredited scholars. The topics are chosen so that the students get a list, and some knowledge of sources and good works on United States history from the discovery by the Northmen to the end of the Spanish war.

General History. Three terms in the Advanced English and two terms in the Advanced Latin course. The work includes the Orient and Greece, Rome and Continental Europe. The object of

the course is to fix firmly in the minds of the students the most important facts and at the same time to lay a general foundation for more extended study.

Civics. One term in the Advanced English, Advanced Latin and Elementary courses. Some time is given in this course to discussion of theories, but the main object is to have the students acquire accurate knowledge of the practical workings of the local, state and national governments. Attention is given to the work of political parties in nominating and electing officers.

Social Science. One term in the Advanced Latin, Advanced English and advanced Graduate courses. The work is necessarily very elementary in character and is limited to a consideration of the more obvious phases and practical problems of social life. The more important social questions, rather than the science of sociology, are studied from a practical point of view and with some reference to their bearing upon the work of the school. Special problems or questions will be assigned for individual study, the results of which will be summarized for the benefit of the class. The text used is Wright's Practical Sociology.

English.

English Composition. Two terms in the Advanced English and Elementary courses and one term in the Advanced Latin Course. In this course almost daily practice is given in the simpler forms of composition. Students are required to depend chiefly upon personal observation and experience for material, though the imagination plays an important part in the latter work. Webster's Elementary Composition is used.

Rhetoric. One term in the Advanced English, Advanced Latin and Elementary courses. This course is a continuation of that in English composition. It includes, however, in addition to the purely original work, oral and written abstracts of magazine articles, extended arguments, short biographies and book reviews. A constant effort is made to lead students to criticise their own work intelligently.

Grammar. Course I. Two terms in the Advanced English and Elementary courses and one in the Advanced Latin Course. The work in English Grammar is based upon the idea that language is an historic growth. Difficult constructions are studied in the light of their origin, and, so far as possible, compared with the idioms of other languages. Students are encouraged to do independent thinking in the matter of syntax, but constant reference is made to such

authorities as Maetsner, Mason, Melklejohn, West, Lounsbury, Whitney, Emerson and Marsh.

Course II. Reviews and Methods. Two terms in the Advanced Graduate and one in the Elementary Graduate course. A careful study is made of constructions found in such idiomatic writings as those of Hawthorne. Each student is required to trace the history of some peculiar word, such as *but*, *that* or *as*, and make a written report accounting for all its various uses. Skilful questioning by members of the class, on points in the day's lesson, preparing outlines for lessons on special topics, correcting the compositions of children in the grades, and writing critical reviews of text-books on grammar, are also features of the work.

English Literature. Four terms in the Advanced English and Advanced Latin courses and two terms in the Elementary Course.

- I. An introductory course:
 - (a) Characteristics of Celtic and early English literature and the influence of Christianity.
 - (b) Influence of the Norman Conquest. Chaucer's Prologue to the Canterbury Tales; The Knights Tale; The Nonne Prestes Tale; Book I. Spencer's Faerie Queene.
- II. The Rise of the Drama:
 - (a) Mystery plays; early historical plays; Marlowe, Ben Jonson.
 - (b). Shakespeare; Julius Caesar; King Lear; As You Like It.
- III. Essays and poems. It is the aim of this course to give students some acquaintance with all the chief essayists and poets from Bacon and Milton to Browning and Stevenson, and to lead to the intensive study of a few characteristic productions.
- IV. The Novel. After tracing briefly the origin and development of the English novel, the class will make a study of the following authors: Defoe, Johnson, Goldsmith, Jane Austen, Scott, Thackeray, George Eliot, Dickens.

Literary Interpretation. One term in the Advanced Graduate Course. It is the purpose of this course to familiarize students with the great classic myths, both Greek and Teutonic, representative folklore and famous ballads, and to show how all these may be presented to children in the grades.

Theme Writing. One term in the Advanced Graduate Course. The class meets every day for discussion and criticism. A large amount of reading is required, and students are frequently called upon to deliver brief addresses before the class.

Reading. Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. The aim will be to interpret literature and read it aloud intelligently. Although nothing will be attempted in the way of formal "Elocution" some attention will be given to the manner of using the voice. Many short poems will be committed to memory and recited. Representative American classics will be studied. In order to get a broad survey of the literature of our country, a considerable amount of outside reading will be required. It is hoped that this course will give a somewhat comprehensive knowledge of the development of our literature from Colonial times to the present day. Part of the second term will be given to the study of methods of teaching reading.

Course II. One term in the Advanced Graduate and one-half term in the Elementary Graduate course. This course will be devoted largely to the study of methods of teaching reading. The work will be based upon American classics, and also, if time permits, upon some one of the following: *She Stoops to Conquer*, *The Rivals*, *The Merchant of Venice* and *Macbeth*.

Latin.

The study of Latin extends through a period of four years and meets the college entrance requirements:

- I. Latin Grammar.—Lowe & Butler's *Bellum Helveticum*.
- II. Caesar.—Books I-IV. of the *Gallie Wars*.
- III. Cicero.—Six Orations: *Catiline's Conspiracy*, the *Citizenship of Archias* and *Pompey's Military Command*.
- IV. Virgil.—Six Books of the *Aeneid*.

In all classes the students are required to get the meaning as far as possible from the Latin and then express it in clear idiomatic English. This cannot be done without the knowledge of Latin Grammar. Daily work is given in Latin prose composition throughout the second and third years, and a thorough grammatical review in the fourth year aims to establish the grammatical principles of the language. In addition to translating the orations of Cicero, a study of them as orations and as argumentative literature is made. Each student is required to gain sufficient knowledge of their form and content to outline them in Latin from memory. Not all classes can, within one school year, get over six orations in this thorough way, but by mastering a smaller number of the speeches by which the old Roman swayed his hearers, students gain knowledge and mental discipline which will be of value to them throughout life and have not simply been put to a few months of transitory torture, which is too often all that a study of the classics amounts to. Effort is made to appreciate the *Aeneid* as one of the great pieces of



PHYSICAL LABORATORY.



CHEMICAL LABORATORY.

literature. Sight reading will be practiced throughout the course as time permits.

Physical Sciences.

Physics. Three terms in the Advanced English, Advanced Latin and Elementary courses. Two afternoons each week are devoted to laboratory work in which each student performs a selected list of experiments, both qualitative and quantitative, to verify the laws of mechanics, heat, light, sound and electricity. The student is required to keep a permanent note book for recording the results of the experiments and for making sketches of the apparatus used. The recitation periods in the forenoon are devoted to a discussion of the laboratory work in connection with subjects treated in the text, and to practical problems and exercises involving the law studied. A number of different texts are placed upon the laboratory reference table. Special attention is directed to those parts of the subject which will help in the study or teaching of the common branches, such as the simple mechanics in Physiology, the properties of gases in their relation to the atmosphere, and the production and distribution of heat in evaporation, winds, rain and snow.

Chemistry. Two terms in the Advanced English Course. The properties of the principal chemical elements are demonstrated by experiment. The student learns how new substances are formed by different combinations of the elements and how, by reason of their solubility or other properties, substances may be separated into their component parts. As in physics, the time is divided between the laboratory and class work. Notes on the results of experiments and sketches of apparatus are made in a note book which receives careful examination by the instructor.

The recitation is devoted to a discussion of the experimental work, the solution of practical exercises and to a consideration of the fundamental theories of the science. Particular attention is given to those parts of the work which have special significance in the study of the common branches.

Geography.

Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. An effort is made to have the student attain the point of view that will enable him to understand and appreciate the most important principles of the science. The complete understanding of geography requires the study of other sciences. Type features of the earth are accordingly studied with

reference to their geological development. Local land forms are carefully observed. Frequent out-door excursions are made in order that the student may have direct contact with geographical phenomena. The elementary principles of meteorology are studied to explain the cause and effects of wind, clouds, rain, snow, temperature and atmospheric pressure. By careful observation and experiments the student gets a rational explanation of climatic conditions in different parts of the earth. For this work the department is provided with a standard mercurial barometer, maximum and minimum thermometers, psychrometer and rain gauge.

It is further shown how the character of the earth's surface and the climate make possible particular kinds of animal and plant life which react upon man, producing different environments and hence different races, religions, and degrees of intelligence.

Course II. Review and Methods. One term in the Elementary and Advanced Graduate courses. This course presupposes a general knowledge of geography. The subject is carefully reviewed and studied with special reference to what is of most value in geography study and teaching.

Biological Sciences.

The primary object of the work of this department is to train the student in habits of close and accurate observation. A combination of the text-book, laboratory and lecture methods furnishes variety and interest. Field trips are often substituted for the laboratory work in order that the habits of animals and plants may be studied in their natural environment.

The equipment of the department is new and of the latest patterns.

Botany. Course I. Two terms are required in the Advanced English Course and offered as an elective in the Advanced Latin Course.

The fall term is devoted mostly to work in ecology, Coulter's Plant Relations being used as a text. The course involves numerous field trips and laboratory work on the material collected.

The various plant societies are studied in their relation to light, temperature, moisture and soil conditions. Some of the plant movements are noted and an attempt made to determine experimentally the cause of such movements.

In the winter term many typical forms are taken up in order, showing the gradual evolution of plants from the algae to the seed bearing types.

The seeds and seedlings of morning-glory, sunflower, pumpkin, pea, bean, lupine and corn are studied. A careful drawing is made each day of each seedling so that changes are noted and compared.

The latter portion of the term is devoted to elementary problems in plant physiology.

Course II. One term in the Elementary Course. The work in this course is rather elementary in character, and consists of a study of those phases of plant life which are especially important to the teacher of nature study.

Zoology. Two terms are required in the English and Elementary courses. In the Latin Course the same amount is offered as an elective.

As in Botany, the first part of the fall term is devoted to the ecological side of the subject. Some of the insects, as grasshoppers, bees and flies are compared in regard to their external appearance and their home life. Several of the life histories are worked out and illustrated by sketches from nature. The remainder of the term is devoted to a careful study of a few types of invertebrates. It is believed that a close study of a few animals will contribute more to the development of habits of accuracy and patience than a hasty survey of many forms.

In the second term a few of the vertebrates are studied as types and as a basis for human anatomy and physiology.

Physiology. One term in the Advanced English, Advanced Latin and Elementary courses. (Prerequisite, the two-term course in Zoology). The primary purpose is to prepare teachers to do efficient work in the subject in the schools of the state. Secondly, it is expected that the students will gain such knowledge of the human body as will enable them to take better care of their own health and that of the pupils entrusted to their care.

Much of the work is done in the laboratory in studying the various tissues of the body, the foods and their uses, the chemistry of digestion and the anatomy of the digestive organs. Experiments are made illustrating the relations of certain mental and physiological processes, especially those connected with the special senses.

Elementary Science.

One term in the Advanced and Elementary Graduate courses. The Elementary Science work seeks primarily to arouse a love for nature and to afford some experience in scientific observation. A study is made of the common trees in the vicinity. Branches from different trees are examined and their buds, leaf scars, year's growth and peculiarities are compared. The trees are then examined in the field and notes and sketches made of their winter condition. Later they are compared with reference to leaf and flower. The kinds of trees valuable for lumber are noted and

collections of the more common kinds of woods made. The spring flowers and other plants are studied and their beauty, usefulness or noxious qualities are noted. Special attention is given to the relations of the flower to the fruit, the formation and distribution of the seed, and reproduction of plants. The common birds are studied in the light of their relations to man. Suggestions are made for the attraction and protection of birds. The wonderful transformation of insects is observed. Practice is given in collecting, mounting and preserving insects for study and reference. The relation of insects to other animal and plant life is investigated. Plans for recording extended observations on birds, plants and the weather are discussed, and reference made to valuable sources of information. Some simple experiments with home apparatus are made to illustrate combustion, ventilation, constitution of the air, with its pressure, temperature and other phenomena.

Mathematics.

Arithmetic. Course I. Two terms in the English, Latin and Elementary courses. The aims of this course are: (1) To give a good working knowledge of arithmetic; (2) to encourage clear and logical thought, exact and orderly expression; (3) to give the prospective teacher a grasp of the subject as a whole, together with practical suggestions as to modes of presentation in the grades. Among the features of the course are: practice in actual measurement, frequent oral drill in pure number, exercises in analysis, both oral and written, and the study of selected topics in the history of arithmetic.

Course II. Reviews and Methods. One term in both the Graduate courses. In this course, which is too brief to include much drill and hence can be taken with profit only by well prepared students, arithmetic is studied from the teacher's standpoint. The relations of the various topics to one another and the order in which these topics should be presented, are subjects of special study. Suggestions are made as to the correlation of arithmetic with other branches; an outline of grade work in arithmetic is given; selected texts are examined and criticised. As time allows, an attempt is made to have the student gain some familiarity with the history of the subject and with the literature which bears upon the present teaching of arithmetic.

Algebra. Three terms are required in the English, Latin and Elementary courses. The principles of the subject are thoroughly studied and frequently applied. Special pains are taken to discourage mechanical work and to lead the pupil into habits of clear and connected thinking.



MANUAL TRAINING



BIOLOGICAL LABORATORY.



Geometry. Course I. Two terms of Plane Geometry and one term of Solid Geometry are required in the Advanced English Course.

Course II. In the Latin and Elementary courses two terms of Plane Geometry are required.

Throughout the work in geometry accuracy and independence of thought are emphasized. Students are required to give proofs other than those suggested in the text and to criticize and question the demonstrations offered in class. A number of original exercises are solved. From time to time, topics in the history of geometry are assigned.

Manual Training.

In this department neither the Swedish nor Russian systems, as such, are followed but both are studied and discussed. In the practice work a combination of the two is employed, the useful models being largely used as the more interesting and stimulating to the students, the exercise models involving principle only when a better understanding of a problem can be secured more quickly as a lack of time prevents any repetition of mere technique. While suggestions and certain refining and limiting conditions are given the student, the aim is to have all the models made in the work shop individual and, as far as possible, original. The greatest amount of technical skill the time allowed permits is developed. In outline the course includes:

- I. The care and use of the common wood working tools.
- II. Principles of constructive and decorative design.
 1. The form suited to its function, and the decoration in harmony with its form.
 2. Structural and artistic qualities to be considered are (a) strength, (b) durability, (c) proportion, (d) simplicity, (e) adaptation to purpose, (f) finish.
- III. Papers and class discussions on:
 1. The necessity for a manual training plan.
 - (a). The adaptation of a plan to children of different ages.
 - (b). Basis for criticism of the child's product.
 - (c). How to arrange work so that increasing motor power shall result.
 - (d). The inter-relationship between hand work and the other school occupations.

2. Preparation of programs of work for the different grades of the elementary school.
3. The various methods of constructing and reading working drawings.
4. A final paper on some selected phase of the subject.

IV. Required reading.

1. Current articles published in the magazines on the subject.
2. The history of the movement.
3. The arts and crafts movement.

Course I. Two terms in the Advanced English and Latin courses, as outlined.

Course II. One term in the Advanced Graduate Course. This Course also includes a review of mechanical drawing and the making of a required number of working drawings.

Drawing.

The work is planned with reference to the ability and needs of the students in the several courses. The aim of each course is to give students as much instruction in technique as the time allows, with historical background and an appreciative knowledge of beauty in form and color.

Brief talks are given on the lives and works of masters, and their principal works studied and analyzed from a technical point of view.

Students make collections of reproductions of famous works of art with descriptive notes. A daily sketch is required for general class criticism and occasional papers on related subjects from the pedagogical point of view.

Course I. Two terms in the English and Latin courses and one in the Elementary. During the first term the emphasis is put upon head work rather than hand-work. The principles of perspective, of industrial drawing, of design and of light and shade are studied.

The work of both terms includes pose-drawing; analysis and decorative use of natural forms; conventionalization of plant forms; practical application in initial letters; making of stencils, etc. A certain number of problems in industrial drawing are given, and definitions and conventions used in working drawings taught.

Course II. Reviews and methods in the Graduate courses. The aim of this course is to prepare students to teach drawing in the grades according to modern methods.

The work of the term is so divided that a thorough review is given in perspective, model drawing, light and shade, cast and still

life drawing, both in charcoal and pencil, sketching, and elementary work in water color.

The principles of design under the headings of Balance, Rhythm, and Harmony are taught, and applied designs executed.

Music.

Course I. Two terms in the Advanced English and one term in the Advanced Latin course. The work of the first term consists of daily lessons in sight singing and ear training. All problems of rhythm are studied, also key formation, chromatic scales and transposition. During the second term the class studies three and four part singing, minor scales, the limitations and care of the child voice, the selection and use of rote songs, and short biographies of the most noted composers. Methods of presenting problems in melody and rhythm to children are given to the pupils.

Course II. Reviews and Methods. One term in the Advanced Graduate and Elementary Graduate courses. An outline for the study of vocal music in each grade forms the foundation for the study of music methods. Pupils are taught how to present rote songs, interval drill, each problem in rhythm and melody, key formation, major, chromatic and minor scales, to the children. These subjects having been presented to them, they are required to take charge of the class and illustrate the method of procedure with each. Especial attention is given to the selection of songs suitable for primary grades and to the care of children's voices.

Chorus Work. Twenty minutes is given daily to the practice of part songs and choruses for the purpose of obtaining skill in reading and rendition and to develop a better musical taste. The best material suitable for the chorus is rendered.

Glee Club. An opportunity is given to those pupils who have special ability, to study more advanced music in the Glee Club, which meets once a week.

Kindergarten Course.

A high school diploma or its equivalent is required for entrance to this course, which covers a period of two years. Students who undertake this work are given the same general professional training as those who are preparing to teach in the primary or grammar grades. Special instruction in the theory and methods of the kindergarten and primary work, observation

in both departments and practice in the kindergarten will be added to this strictly professional training. The standard of scholarship is the same as that required of students in the other departments of the school.

Following is an outline of the course of study:

FIRST YEAR.

Psychology and Child Study.
 Observation in the Kindergarten.
 Theory and Practice of Froebel's Gifts and Occupations.
 Elementary Science.
 Domestic Science.
 Drawing.
 Educational Reading.
 Songs and Games.
 Physical Exercises based upon Interpretation of Rhythm.

SECOND YEAR.

History and Philosophy of Education.
 Social Science.
 Domestic Science.
 Manual Training.
 Study of Froebel's "Mother Play."
 Advanced Gift Work.
 Stories—Practice in telling stories.
 Songs and Games.
 Primary Methods.
 Practice in Kindergarten.
 Educational Reading.
 Practice in Program Making.

Domestic Science.

This department, established in the fall of 1903, was made possible by the various Women's Clubs of Duluth. Through their generous efforts the school has been provided with a thoroughly equipped kitchen laboratory, dining room and sewing room.

The work in domestic science extends throughout the junior and senior years. Two courses in this work are offered to the students: one in the Selection and Preparation of Foods, covering one two-hour period a week, and one in Home Sanitation and Hygiene, covering a period of one hour a week.

In the course in the Selection and Preparation of Foods, foods are studied with respect to their composition, nutritive value, relation to the needs of the body and comparative cost. The work includes a study of the dietaries, and a balanced ration for a given time is made by the members of the class.



DOMESTIC SCIENCE LABORATORY.



DINING ROOM.

The first half of each lesson is devoted to the classification and study of the food to be cooked, its digestibility, nutritive value, combination with other foods, the process employed in cooking and the proper method of serving. In the second half of each period the food is cooked and served.

In the Home Sanitation classes, lectures and some laboratory work are given on such practical subjects pertaining to the home as drainage, plumbing, heating, ventilation, water supply, the chemistry of cleaning and laundry work. House plans are made by the students and brought to class for discussion.

The work in Hygiene includes both personal and public hygiene, causes and prevention of disease, home nursing and invalid cookery.

Sewing.

Two terms, one period daily, are given to the work in sewing. Most of the time is devoted to hand sewing, although in the second term machine work is undertaken. The important principles of plain sewing are taught by means of models which, together with the instructions and notes, are put into books made for the purpose. Upon the completion of the course each girl will have made twenty of these models, also one under-garment or dainty apron sewed entirely by hand, and another garment combining both machine and hand sewing.

General Information.

Normal School Diplomas and State Certificates.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz.

1. A diploma of any one of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a State certificate for five years, and the diploma of the Advanced Course a life certificate.

Conditions of Endorsement.

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective Normal Schools. The applicant should see that complete reports of service have been made in accordance with the student's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the Normal School Presidents that they will endorse no diploma until each case has been approved by all of the Presidents acting as a Board of Review.



A SCENE IN GARFIELD PARK.



AERIAL BRIDGE AND SHIP CANAL.

Admission to the State University and Colleges.

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

Expenses.

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year, as are also those who take the Kindergarten Course.

Charges for tuition in the Training Department are five dollars a term.

All charges for tuition must be paid in advance and no portion thereof will be refunded.

Students' Home. The state legislature at its last session appropriated forty thousand dollars to provide a home for students. The building is now being erected and will be ready for use at the opening of school in September of the present year. It is to be as nearly fire proof as possible and will be provided with all the conveniences and comforts of the modern home. It is to have a very complete system of ventilation and will be provided with bath and toilet rooms on each floor. It will supply about forty students with rooms, two in a room. Each of these rooms will have two closets, two beds and all necessary bedding, furniture and furnishings. The dining room will accommodate sixty to seventy-five students at one time. Each student enjoying the privileges of the hall will be expected to take her turn in waiting on the tables and to take care of her own room. A large and well equipped laundry, to which any student living in the hall can have access, will be found in the basement. The general management of the hall will be intrusted to a preceptress whose training and experience especially fit her for the position. It is expected that the cost of both board and room in the hall will be about three dollars and fifty cents a week and that the cost of board alone will be about three dollars a week.

An approved list of boarding places and rooms are kept in the office and students who do not live at the hall will be required to select places from this approved list. The cost of both board and room in the city is from four to five dollars a week.

Applications for rooms in the student's hall will be listed in the order in which they are made.

Sessions.

The daily session begins at 8:35 in the morning and ends at 12:50 in the afternoon. It is divided into four recitation periods and includes a period of twenty minutes for chorus work, and one of twenty minutes for opening exercises.

Religious Influences.

The school is free from denominational or sectarian bias. At the same time it is expected that each student will be a regular attendant on the services of the church of his choice. The churches of the city extend a cordial welcome to all students.

On Entering Students.

Students expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the President, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth Street, between Twenty-second and Twenty-third Avenues, and one block from the Hunter's Park and East Fourth Street car line. Students who are not acquainted with the city should call at the President's office on arrival.

Additional information will be supplied on application to

E. W. BOHANNON, President,

Duluth, Minn.



LESTER PARK SCENES.

Names of Students Enrolled in the Normal Department.

1905-1906.

Graduate Courses.

SENIOR GRADUATE CLASS.

Name.	Postoffice.	State.
Hicken, Estelle	Duluth	Minn.
Hopkins, Hazel	Duluth..	Minn.
Hoskins, M. Ettie	Hibbing	Minn.
Ober, Mary L.....	Duluth	Minn.
O'Keefe, Elizabeth K.....	Duluth	Minn.
Robinson, Violet E.....	Duluth	Minn.
Streed, Anna M.	Flensburg	Minn.
Wright, Ethal	Duluth	Minn.

JUNIOR GRADUATE CLASS.

Aune, Clara	Duluth	Minn.
Braeutigam, Margaret	Duluth	Minn.
Brown, Gertrude R.	Duluth	Minn.
Cashin, Florence R.	Duluth	Minn.
Cleveland, Gertrude E.....	Duluth	Minn.
Corbin, Ethel B.	Sparta	Minn.
Flynn, Nellie C.	Duluth	Minn.
Hinsmann, Theresa B.....	Duluth	Minn.
Holtorf, Ella M.	Mantorville	Minn.
Ives, Genevieve	Duluth	Minn.
Kelley, Kathleen D.	Ashland,	Wis.
Krey, Elise	Duluth	Minn.
Leland, Ray Lauder.. ..	Duluth	Minn.
McLean, Isabel L. ..	Duluth	Minn.
Mintle, Effie C.	Minneapolis	Minn.
Mitchell, Marguerite F.	Duluth	Minn.
Olsen, Lillie V. ..	Duluth	Minn.
Owens, Hazel M.	Duluth	Minn.
Paavola, Lizzie S.	South Range	Mich.
Pepple, Laura G.	Worthington	Minn.
Phelps, Louana	Duluth	Minn.
Ringsred, Clara B.....	Duluth	Minn.

Name.	Postoffice.	State.
Robert, Etta	Duluth	Minn.
Sand, Alice E.	Ashland	Wis.
Shaver, Helen M.	Duluth	Minn.
Shaw, Mildred A.	Duluth	Minn.
Snyder, Louise E.	Minneapolis	Minn.
Ulsrud, Leonara J.	Duluth	Minn.
Wolfe, C. A. Margaret	Duluth	Minn.
Yager, Margaret	Duluth	Minn.

ELEMENTARY GRADUATE CLASS.

Name.	Postoffice.	State.
Anderson, Anna L.	Hibbing	Minn.
Blackmarr, Mary	Duluth	Minn.
Carlson, Olga C.	Crystal Falls	Mich.
Carlson, Rosabelle M.	Duluth	Minn.
Detert, Laura	Faribault	Minn.
Dolan, Alice	Duluth	Minn.
Doran, Ida	Grand Rapids	Minn.
Gandsey, Elsie A.	Hibbing	Minn.
Hughes, Charlotte M.	Duluth	Minn.
McAvoy, Gertrude	Hastings	Minn.
Swanson, Stella	Warren	Minn.
Talboys, Ella M.	Duluth	Minn.
Webster, Maude E.	Hibbing	Minn.

Kindergarten Course.**SENIOR CLASS.**

Name.	Postoffice.	State.
Burbank, Nina	Duluth	Minn.
Campbell, Jessie C.	Duluth	Minn.
Murray, Marietta	Eveleth	Minn.
Rowe, Clara	Elk Point	S. Dak.
Shannon, Harriet	Duluth	Minn.
Tyler, Tannisse	Fargo	N. Dak.

JUNIOR CLASS.

Name.	Postoffice.	State.
Gowan, Lillian	Duluth	Minn.
Magner, Frances	Duluth	Minn.
McDonald, Mary Elizabeth	Lancaster	Wis.
Ross, Josephine	Duluth	Minn.

Academic-Professional Courses.**SENIOR CLASS.**

Name.	Postoffice.	State.
Berry, Marian R.	Duluth	Minn.
Carlson, Julia	Duluth	Minn.
Dolan, Tessie	Duluth	Minn.
Frost, Mildred J.	Duluth	Minn.
Gorman, Ada I.	Duluth	Minn.
Hanson, Anna T.	Duluth	Minn.
Hoyer, Kathryn A.	Duluth	Minn.
Kennedy, Mary F.	Duluth	Minn.
Lavallee, Agnes E.	Duluth	Minn.
Marshall, May E.	Duluth	Minn.
Mendelson, Fanny	Duluth	Minn.
Schaffer, Cora D.	Duluth	Minn.
Shaw, Margaret	Duluth	Minn.

JUNIOR CLASS.

Name.	Postoffice.	State.
Bartz, Mabel	New Duluth	Minn.
Chisholm, Flora A.	Duluth	Minn.
Jensen, Gina	Duluth	Minn.
Keehan, Irene	Duluth	Minn.
Paine, Frank I.	Duluth	Minn.
Taylor, Ell Rose	Duluth	Minn.
Turnbull, Bessie L.	Duluth	Minn.
Wiltse, Opal	Duluth	Minn.

THIRD YEAR.

Name.	Postoffice.	State.
Anderson, Elizabeth W.	Duluth	Minn.
Burgher, Cora E.	Duluth	Minn.
Burton, Sadie	Duluth	Minn.
Greenfield, Evelyn	Duluth	Minn.
Halg, Helen M.	Duluth	Minn.
Hathaway, Eva M.	Duluth	Minn.
Hunter, Clara M.	Tower	Minn.
Johnson, Elizabeth	Duluth	Minn.
Johnson, Lillie	Duluth	Minn.
Kristensen, Edith	Duluth	Minn.
Lavallee, Melinda K.	Duluth	Minn.
Lilja, Julia E.	Duluth	Minn.
*Lutes, Margaret	Duluth	Minn.
McKay, Hazel D.	Duluth	Minn.
Nichols, Nina L.	Buhl	Minn.
Porter, Catherine M.	Duluth	Minn.
Schlick, Elfrieda G.	Duluth	Minn.

*Deceased, March 14, 1906.

Name.	Postoffice.	State.
Schulz, Marie	Bavaria	Germany
Shaver, Ina Maude	Duluth	Minn.
Smith, Mangna A.	Duluth	Minn.
Swendson, Elsie	Duluth	Minn.
Rupley, Anna B.	Duluth	Minn.
Watt, Clara	Duluth	Minn.
Westaway, Nellie M.	Duluth	Minn.
Wilson, Mary C.	Stillwater	Minn.

SECOND YEAR.

Name.	Postoffice.	State.
Aikin, Grace.....	Duluth	Minn.
Bartholdi, Emma E.	Duluth	Minn.
Bassett, Pearl	Minneapolis	Minn.
Beattie, Minnie M.	Carlton	Minn.
Bomier, Elizabeth T.	Barnum	Minn.
Clark, Annabelle	Duluth	Minn.
Clarke, Florence K.	Duluth	Minn.
Dodge, Helen	Duluth	Minn.
Driscoll, Marie B.	Willow River	Minn.
Ellis, Louise.....	Duluth	Minn.
Grogan, A. Maude	Duluth	Minn.
Grogan, Margaret M.	Duluth	Minn.
Hare, Wenona E.	Carlton	Minn.
Hart, Rose D.	Duluth	Minn.
Hormann, Adelaide D.	Duluth	Minn.
Huhn, Emilie J.	Duluth	Minn.
Krey, Olga Edith	Duluth	Minn.
Magner, Merlyn	Duluth	Minn.
Martinson, Inga	Duluth	Minn.
McIntyre, Catherine	Duluth	Minn.
McKay, Florence	Duluth	Minn.
Mecklenburg, Henry C.	Cedar	Minn.
Merritt, Emily H.	Duluth	Minn.
Mosher, Blanche	Duluth	Minn.
Pillsbury, Curtis D.	Duluth	Minn.
Polasky, Stephanía M.	Duluth	Minn.
Porter, Albert H.	Duluth	Minn.
Sauby, Elma B.	Wrenshall	Minn.
Scott, Laila	Duluth	Minn.
Sinclair, Nellie	Duluth	Minn.
Skramstad, Matilda	Eveleth	Minn.
Swendson, Austa M.	Duluth	Minn.
Turnquist, Inez M.	Duluth	Minn.
Wallace, Genevieve	Perry	N. Y.
West, Geneva	Duluth	Minn.
Wiltse, Mildred	Duluth	Minn.

FIRST YEAR.

Name.	Postoffice.	State.
Anderson, Emma	Duluth	Minn.
Bennison, Edna	Duluth	Minn.
Berg, Elizabeth H.	Duluth	Minn.
Binane, Marie	Duluth	Minn.
Burgher, Alice C.	Duluth	Minn.
Cameron, Nina I.	Duluth	Minn.
Carlson, Anna V.	Arnold	Minn.
Craswell, Hazel R.	Duluth	Minn.
Decker Emma P.	Duluth	Minn.
Dunning, Annabelle	Duluth	Minn.
Fix, Mabel May	Duluth	Minn.
Himebaugh, Hazel	Duluth	Minn.
Jensen, Ella E.	Duluth	Minn.
Lent, Orpha	Duluth	Minn.
Lonegren, Carla J.	Duluth	Minn.
Maggard, Grace R.	Duluth	Minn.
Martin, Tillie A.	Duluth	Minn.
Mills, Percy	Duluth	Minn.
Mueller, Mabel A.	Duluth	Minn.
Nelson, Hattie A.	Duluth	Minn.
Olsen, Hilda	Duluth	Minn.
Oreckovsky, Selma	Duluth	Minn.
Ostergren, May L.	Duluth	Minn.
Quigley, Minnie E.	Duluth	Minn.
Raleigh, Margaret H.	Duluth	Minn.
Raleigh Ruth E.	Duluth	Minn.
Rust, Matilda B.	Duluth	Minn.
Signer, Rose E.	Duluth	Minn.
Skooog, Elvera C.	Duluth	Minn.
Spaulding, Grace A.	Buffalo	N. Y.
Sullivan, Eva P.	Duluth	Minn.
Sullivan, Helen M.	Duluth	Minn.
Swanson, Florence	Duluth	Minn.
Trask, Gertrude	Duluth	Minn.
Vandergrift, Ellen E.	Duluth	Minn.
Ward, M. Gertrude	Duluth	Minn.
Ward, Lena M.	Duluth	Minn.
Weller, Mary	Duluth	Minn.
Wintergerst, Katherine	Culver	Minn.

Elementary Course.**THIRD YEAR.**

Name.	Postoffice.	State.
Lind, Ellen H.	Barnum	Minn.
Talboys, Maude A.	Chisholm	Minn.
Peterson, Anna	Wrenshall	Minn.

SECOND YEAR.

Anderson, Freda J.	Duluth	Minn.
Bell, Edith E.	Duluth	Minn.
Clausen, Victoria C.	Twig	Minn.
Latture, Jennie R.	Duluth	Minn.
Langford, Mary Kathleen	Sandstone	Minn.

FIRST YEAR.

Brazeau, Nora E.	Timme	Wis.
Fagerstrom, Annie L.	Spatten	Minn.
Haakenson, Ida M.	Independence	Minn.
Harris, Rose E.	Hunter	N. Dak.
Latture, Della F.	Duluth	Minn.
Siegel, Mae	Duluth	Minn.
Soderburg, Sophia	West Sweden	Wis.

SPECIAL.

Name.	Postoffice.	State.
Broughton, Jane T.	Duluth	Minn.
Davis, Reginald	Duluth	Minn.
Flynn, Rose	Beardsley	Minn.
Lovejoy, Pearl.	Sandstone	Minn.
Ward, Grace	Duluth	Minn.

Training Department.**EIGHTH YEAR.**

Bertram, Herbert	Gamble, Telford	House, Dorothy
Blakeney, Deane	Goffe, Cordelia	MacGregor, Bennett
Bowers, Josephine	Harbinson, Helen	Munger, Norrie
Fraser, Frances	Heimbach, Carlisle	Reichert, Eleanor

SEVENTH YEAR.

Barrows, Margaret	Magie, Gilbert	Nichols, Caralisa
Clark, Marie	Marshall, Carolyn	Panton, Margaret
Dowse, Dorothy	Marshall, Wayne	Patrick, Barbara
Final, Chelsie	Moore, Wendell	Smith, Helen
Hartman, Reginald	Moye, Berth	Swendson, Herbert
Hawkes, Theron	Munger, Carolyn	Washburn, Hope
MacLeod, Elizabeth		

SIXTH YEAR.

Bergtold, Georgena
Dight, Edith
Dunning, Ralph
Fitger, Marion
Harrison, Harriet
Hartley, Judith

Hay, Mina
Lang, Alice Louise
McClenaghan, Majorie
Merrill, Marie
Maxon, Vera M.

Mullin, Edith
Pearce, Frank
Pillsbury, Burdette
Pollock, Clifford
Upham, Helen

FIFTH YEAR.

Campbell, Bruce
Christopher, Hilma
Fitzsimmons, Edith
Hammel, Rachel

McConaughy, Dwight
Miles, Harold
Panton, John M.
Smith, William

Squier, Laurel
Van Vleet, Fred
Winton, Knox

FOURTH YEAR.

Bishop, William
Campbell, Frederick
Craig, Margaret
Dryer, Helen
Ferrein, Myrtle

Finkenstaedt, Kimball
Frick, Duncan
Hawkes, Rollin
Keyes, Irene
Marshall, Julia

Matheson, Robert
Taylor, Ruth
Turle, Penelope
Wood, Elizabeth

THIRD YEAR.

Alexander, Agnes
Appleby, Hazel
Dunning, Charlotte
Elliott, Robert
Final, Gertrude

Frick, Louise
Lutes, Marion
Lynam, John
Panton, Dorothea
Richardson, William

Romieux, Charles
Smith, Nora
Webster, Harold
Winton, Frances
Whitely, Wayne

SECOND YEAR.

Alexander, Sue
Dight, Marion
Holahan, Richard
Lutes, Katherine
Matheson, James
McGregor, Carol

McNulty, Ned
Merrill, Elizabeth
Moore, Dorothy
Sanford, Dwight
Simonson, John
Spengler, Beatrice

Stark, Charlesa
Stephenson, Elizabeth
Upham, Niel
Wilson, Charlotte
Winton, Mary

FIRST YEAR.

Barnes, Gertrude
Dunning, Marion
Finkenstaedt, Robert
Fesler, John
Matter, Katherine

McGregor, Catherine
Nystrom, Paul.
Palmer, Constance
Powell, Raeburn
Powell, Margaret

Skinner, Edwin
Wallace, Edna
Wallace, Edward
Washburn, John

Kindergarten.

Abbott, Katherine	Holahan, Jack	Reichert, Stephen
Appleby, Howard	Keyes, Eleanor	Sellwood, Richard
Atwood, Jay	Killorin, John	Sellwood, Frances
Atwood, Eva	Lynam, Elizabeth	Smith, Marcus
Baldwin, Claire E.	McNulty, Horace	Spengler, Maxine
Baldwin, Mary	Mattocks, Brewer	Stephenson, William
Buell, Bradley B.	Moye, Edward	Stevenson, Gilbert
Collins, Cordella	Murrey, Marian	Turle, Lovell
Crosby, Willson	Prince, Georgie	Werner, Virginia
Crosby, Thomas C.	Prince, Gerald	Webster, Gordon
Douglas, Faith	Taylor, Gertrude	Weiss, Mary
Dunlop, Burton E.	Quayle, Bradley	Wood, Tom
Gray, Elizabeth	Quayle, William	

Normal Department.

Graduate Courses—	
Senior Graduate Class	8
Junior Graduate Class	30
Elementary Graduate Class	13
	51
Kindergarten Training Course—	
Senior Class	6
Junior Class	4
	10
Academic-Professional Courses—	
Senior Class	13
Junior Class	8
Third Year Class	25
Second Year Class	36
First Year Class	39
	121
Elementary Course—	
Third Year Class	3
Second Year Class	5
First Year Class	7
	15
Special Students	5
	5
	202

Training Department.

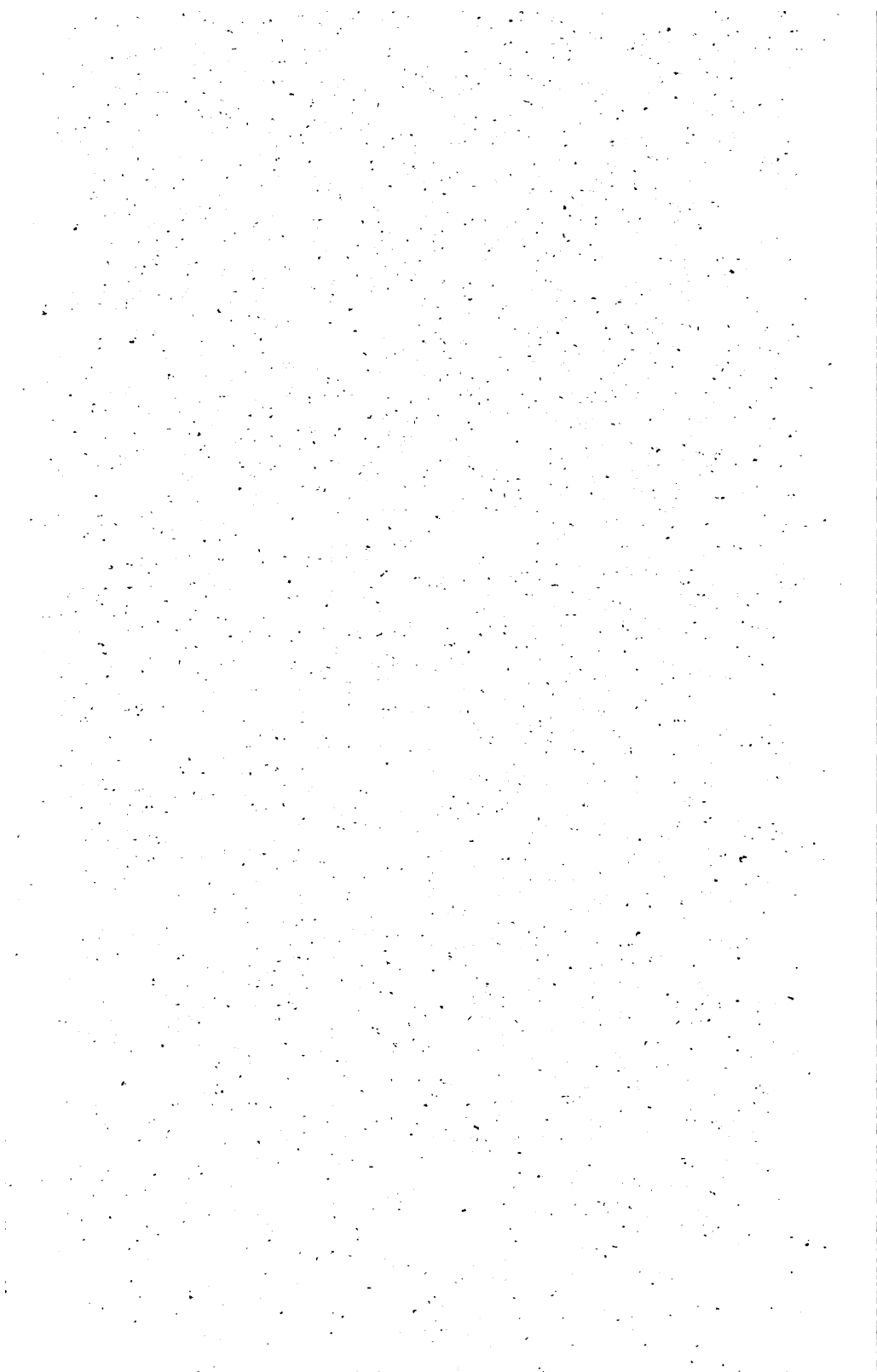
Eighth Year	12
Seventh Year	19
Sixth Year	16
Fifth Year	11
Fourth Year	14
Third Year	15
Second Year	17
First Year	14
Kindergarten	33
	156
Whole Number	358

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Bulletin
of the
*** State Normal School**
Duluth, Minnesota

Commencement Number



Vol. I

August, 1906.

No. 2

Bulletin
of the
State Normal School
Duluth, Minnesota.

Commencement Number.

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Commencement Sermon.

**By Rev. C. H. Cleland, Pastor First Presbyterian Church,
Duluth, Sunday, June 3, 1906.**

"Whosoever would become great among you shall be your servant." Matt. 20:26.

I incur no risk in predicting of the Class of 1906 that its members desire, in a true and genuine sense, to achieve greatness. I can affirm this, firstly, because you are Americans. You breathe an atmosphere charged with electric energy. You are heirs of a national heritage that spells achievement. To be an American means that you are born to opportunity, and that you are to be something. You belong to the 20th Century, to which all the ages have contributed their store of gathered wealth; and your waiting hand must now fashion a life worthy of the age. You have had an object before you in the curriculum through which you have passed, and your life cannot therefore be aimless. You cannot have overlooked the fact that you have but one life to live, one race to run, one career to finish.

**"How sacred should this one life be,
This narrow span."**

The crown jewels of the British Ruler are jealously guarded in the Tower of London, but more jealously will each of you guard that precious life, which once lost may never be regained. My concern for you is that you have the right ideal. The Scripture motto I have chosen gives it to you. The great Master of Souls intimates that hitherto the eminent of earth had blundered. They measured greatness by the place, the power, the possessions men had conferred upon them. Christ's measure of greatness is the power, the pleasure, the possessions you may confer on men. Two of his disciples were asking for places and emoluments. James would have first place and be Prime Minister. John would be next him and be first Lord Treasurer of the New Kingdom about to be set up. They thought high places fell to them by favor or hereditary right, when in truth the real throne is won by the *via dolorosa* of self abnegation.

High places are not to be conferred by favor won by the sword, or bought with money, but the princely men of

earth achieve greatness by self-renunciation and the service of mankind. We are in the world not to make a livelihood but a life, not to build a fortune but a soul. Christ's words sound startling and revolutionary. In the new divine commonwealth, rank means not birth but worth, not favor but merit, not honors received, but services rendered. The nobility of the past boasted that they had never occupied a servile position. The princes of the future are those who minister. Once a sovereign was a ruler, now he is a servant. Henceforth the highest place on earth is assumed by one who called himself the *Servus Servorum* —the servant of servants. The Prince of men, the King of kings, is he who spared not himself, but gave his life a ransom for many.

I am sufficiently optimistic to believe that this ideal of Jesus Christ has already leavened the best thinking of mankind. The day of hereditary privilege is doomed and the crown now adorns the head of him "who thinks the most, feels the noblest, acts the best." The time has come when the academic gown of true distinction is the girded towel of service; when wealth creates obligation; when power and influence harness its possessor to the car of human progress and chain him to the chariot wheels of human well being. Emblazoned on the banner of Christendom is the inscription, "Noblesse oblige." The King of the Kingdom is the highest minister of the state. The first officer of the land is the prime servant of the people. The true knight is the *Knecht*, the word for slave, and on the coat of arms of the noblest family of Europe is inscribed *Ich Dien*, I serve. If some semblance of royalty survives beyond the sea, be it remembered that the homage which united Christendom heaped upon the late beloved Queen of Great Britain was by her first won, then worn; and the unstinted glory with which her name is wreathed as woman, wife, mother, patriot and philanthropist quite obscures her distinction as Queen.

* * * * *

We uncover before Agassiz because in his devotion to science for the benefit of the race, he "had no time to make money." The body of Livingston was borne across the Dark Continent on the shoulders of black men, through fevered swamps and amid hostile tribes, and was finally given immortal honor in Westminster Abbey by white men, because for thirty years his life was spent in unwearied effort to evangelize the native races, to explore the undiscovered secrets and to abolish the desolating slave trade of Central Africa. In a word, this class of 1906 cannot have spent

years in studying the unity of this material universe, the history of the race and the thread of God's plan for making, without having learned that "we are not our own:" that, "no man liveth to himself," and that he who has spared himself has lost himself and he who would spare his life barter it for a bauble and loses it. How then shall these young, buoyant, trained spirits best serve their generation? They must have capacity. There must be a persistent use of their trained faculties in the noblest service. The age demands brains.

Life's present task demands capacity, skill, tact and industry. The conditions of life now require a sharp blade, not a dull bludgeon. The stone age is past, the keen iron age is here. Carlyle tells us: "The race of life is intense, the runners are treading on each other's heels, and woe to the man who stoops to tie his shoe strings."

I have no sympathy with the theory that present conditions are unfavorable to the young man or young woman just starting out in life. The opportunities were never more or greater than now.

The clearing has just been finished. The fields are awaiting the plow. True, these opportunities are not waiting for the stupid, the indolent, the pleasure loving, the immoral or the aimless. The stupid will be distanced; the immoral cannot be risked; the aimless no man will hire. We believe in Democracy, but a free Republic most of all must have the best leaders,—the Kings of thought, the Generals of action. We believe in a fair and equal wage, but a righteous age will not suffer one talent to be rewarded with ten, while it denies to a man of ten talents the wage that belongs to the man of only one. It is the unfit who do not survive, the unskilled who are distanced in the race.

You cannot successfully encounter the latest heavy ordnance with your bare fists, or a Krupp gun with the weapons of savages. The lightning express has put the stage coach out of commission. Dear to us as is the Santa Maria or the Mayflower as a reminiscence, economy of time compels us to prefer the ocean Greyhound. Success or failure is largely a difference in brain power. When a bar of iron is worth five dollars, that same bar plus brain and skill is worth, in horseshoes, twelve dollars, in needles, three hundred fifty dollars, in pen knives, three thousand dollars, in watch springs, two hundred fifty thousand dollars. Paper and ink that would make one hundred thousand books might be purchased for five thousand dollars; but when the genius of the author of "David Harum" has spread a story

on that paper it comes to be worth one hundred and fifty thousand dollars. Millet could buy a piece of canvas for a franc, and oils and brushes for four francs more, but when his genius has spread the "Angelus" on that five franc canvas only a millionaire can buy it.

A heap of sand not large enough for a child with pail and trowel to play in, when melted in the furnace and polished by the Clarkes, has given you a lens that brings distant worlds to view that only an endowed college can purchase. Waterloo was lost, says Victor Hugo, because when a marshall of Napoleon reached the fork of a road he had not studied his geography sufficiently to know which road to take. Sherman knew how to march to the sea because when a young man visiting in Georgia he occupied his time in making a map while his companions were drinking and dancing and card playing. The artist explained how he succeeded above his fellows; "he mixed brains with his paint." It is studied perseverance that lifts a man from the "tow path to the white house;" faithful application that made a cabin boy a Commodore; diligent service that lifted an office clerk to the Presidency of the greatest steel industry in the world. And when this clerk had reached such an eminence and told the boys of America that a college training was a hindrance to promotion, he was contradicted by another man, the largest benefactor of our time, who trained this very clerk to be chief, and who has proven his real greatness by expending his great wealth for the good of mankind, giving millions of dollars to endow colleges in his native Scotland, and millions more for libraries and colleges in America.

There are unexplored fields in nature, unsolved problems in statesmanship, open opportunities in education, philosophy, sociology and religion. Glow with earnestness, bring conscience to the task of solving these problems for the glory of God and the well being of the race. But more than learning, more than wealth, is character indispensable to a real and permanent service to mankind. Men idolize intellect. For a time genius may seem to bring a higher price in the market than goodness, but tested by permanent and healthful results character carries a greater momentum than genius. Bacon and Byron, Burns and Goethe, Rousseau and Shelley were brilliant, but the stains upon their lives impaired their usefulness and left their influence questionable. Erasmus had a mind of crystalline clearness, but it was Luther's great heart that won the Reformation. Aaron Burr possessed more genius than Washington, but it was the character of Washington that built the Republic.

Jesus Christ stands out before you as the one single unapproachable life that has influenced and blessed mankind. He was born in an obscure village, reared in a disreputable town, unschooled in the literature of Greece or the statesmanship of Rome, but he stands peerless in his spotless sinlessness, in absolute unselfishness, in limitless concern for all mankind. He has been the fixed star of hope, the constant gravitating influence that has led humanity upward and onward. All the sonnets ever sung, all the orations ever delivered, all the books ever written have been of no such value to the world as this one life.

An essential part of a true education is character building; and character is not character, unless Jesus Christ is part and parcel of it. Character is not what a man has, or what he does, or what he seems to be, but what he really is. What capital is to the merchant, character is to the man. You ask, 'what the man is worth,' and you mean, not what is his bank account, or his intellectual capacity, but what are the principles that lie at the foundation of his being; what is the force within him that keeps his conscience pure, his heart true and his hands clean. Character determines whether he rings hollow or whether the music of everlasting right thrills within him. "Character," says Emerson, "is moral order, seen in an individual nature, the likeness of God, the conscience of society." Character means a round, full-orbed man, with Divinity in him. We want not ghosts of men, susceptible men, but men all through. Men who can stand before a demagogue and damn his treacherous flatteries without winking. Tall men, sun crowned, who live above fog in public duty and in private thinking. Such character converts men into kings and rulers. It is said that Francis de Medici never spoke to Michael Angelo without uncovering, and that Julius III made him sit at his side while a dozen cardinals stood. One day when Titian dropped his brush Charles V stooped down and picked it up, adding, "You deserve to be served by an Emperor."

Three men in the ages past for pure genius stand preeminent above their fellows—Solomon, Alexander and Napoleon. But what is the verdict of history? In the famous fresco of the Resurrection in the Campo Santo at Pisa, Solomon stands as the middle figure, but hesitating, not decided whether he belongs to heaven or hell. One debauch at Babylon closed the career of Alexander and leaves as a wavering epitaph "greater is he that ruleth his spirit than he that taketh a city." In the famous Wiers gallery at Brussels, Napoleon is painted in the limbo of

Hades, surrounded by the widows and orphans, and by the stunted statures of Frenchmen, all so made to gratify a selfish and imperious ambition. But you cannot have character without a foundation. You might as well ask a common man to lead an army like Hannibal, to paint in oil like Rubens, to sing like a Milton, as to ask a man to possess character without the principles and inborn life of Jesus Christ. "For other foundation can no man lay than is laid, even Jesus Christ."

Time and your patience will allow me only to mention that to character you must add Charity or Love for men. The higher our place in society, the deeper our obligation to our fellows. The ideal of Kingship is not the luxury of the Shah of Persia or the licentiousness of the Sultan of Turkey, but the King of Italy in the hospitals of Naples. Father Damien braving leprosy in the Isles of the Sea, and David Livingston dying on his knees in the jungles of Africa for the dark continent. It was no mean praise that was offered by Salisbury to the philanthropist of the last century when he said, "All the reforms of the age are due to Lord Shaftesbury, who devoted his life to reforming abuses in labor laws and customs, and gathering poor boys into homes whom he found seeking shelter in the alleys and under the bridges of London."

John Ruskin was born to one large inheritance and earned another fortune with his pen, but he consecrated all this wealth and a superlative genius to the welfare of mankind. The men who will live when the marble has crumbled and the brass has corroded are the men who will imbibe the spirit of the Man of Galilee, who never wrought a miracle for himself, but, day after day, healed the sick, cast out devils, taught the ignorant and finally gave his life a ransom for many.

Last of all you will need confidence—faith in yourselves, in humanity, and most of all, in God. Acquire faith in yourselves by knowing your task and your capabilities. Learn to believe in the possibilities of men. Above all, learn to believe in God who has made the largest and best provision for the children of men. Kepler died without a proper recognition of his contribution to the Science of the Universe, but he said, near the end, "If God could wait 5000 years for an interpreter of the laws that govern the stars, I can afford to wait until justice is done to me." When Morrison was on his voyage to China he was chided by the captain of the vessel with the inquiry, "Do you believe you can convert the four hundred millions of China-

men?" His answer was, "No, but God can." If we are to rank with Leonidas at Thermopylae, with Horatius at the bridge, with Luther at Worms, with Lincoln before the problem of liberty and union, we must have a courage and confidence born of faith in God,

"Since right is might, and God is God, the right the day
will win;

To doubt would be disloyalty, to falter would be sin."

While we study the great men of the past, let us believe,

" 'Tis as easy to be heroes, as to sit as idle slaves
Of a legendary virtue, carved upon the fathers' graves."

Set your mark high. Keep your heart true. Chase not the shadow of fame, but turn your face to duty and infallibly the shadow of fame will follow you. Be true to the ideal that we are not here to live for ourselves; then fear God and work hard. Never strike sail to a fear. Come into port grandly or sail with God the seas. If great tasks confront you, attempt them boldly. If only small duties meet you, give to them the honor of a great purpose and a loving heart. Consecrate yourselves to God, then burn to the socket. Through all eternity, it will be honor enough to have been a follower of Him who came not to be ministered to but to minister, and who has today and ever a name high over all.

Teachers Share in National Reform.

Address to the Graduating Class, June 7, 1906, by Professor Frederick S. Jones, Dean of the Department of Engineering, University of Minnesota.

"The Teachers' Share in National Reform," may seem an inappropriate topic on which to address a graduating class of young ladies, whose future work will be, presumably, in the school room rather than in the council chamber. It may even be asked whether those who have been engaged in preparing for this work of teaching have had either time or opportunity for an intelligent investigation of those subjects which are now under discussion throughout the land, whether their energies should not be applied to the teaching of those things which are considered essential and fundamental in education rather than to inquire into matters which may seem outside the curriculum of the schools and on which even the great specialists in sociology, law and politics are unable to agree.

This all depends on what a real teacher is or ought to be and on what our ideals are regarding the important things in education. If those to whom we entrust the training of our children are satisfied to deal out their acquired knowledge in return for petty cash, if they do not look forward to anything more than the honest earning of a modest salary by teaching the subjects prescribed by the school board, if they are to be devoid of originality and individuality, then higher aims and broader views should not be discussed. We have had many such teachers in the past. I do not intend to say that all have been of this kind or that there have not been many earnest, able and conscientious members of the profession who have done noble work therein, but there have been and there are still, too many brain-brokers, taking a commission for their services as intellectual middle-men and doing nothing to give their pupils loftier conceptions of what life means or ought to mean to educated men and women.

Some of us in this room can remember when such teachers as I have described constituted the majority of the whole profession and many of us doubtless received our early training, either wholly or in part, from those who might fairly be listed in the class referred to. Familiarity with this type

has brought the profession into disrepute and in the not distant past there prevailed an opinion that any one not good enough to do anything else might nevertheless be quite good enough to teach school. A great many people still think the vocation of teaching a humble if not a humiliating one and not a few look upon the pedagogue with a pity which sometimes approaches contempt.

* * * * *

There is a sneering epigram going the rounds at the present time, which you have doubtless heard and which runs like this—"Those who can—do; those who can't—teach." I have always resented this bit of sarcasm as uncalled for and untrue, and I have a suspicion that it is a cynic's adaptation wherein the word "teach" has been substituted for that which was in the original epigram. However, it does express the feeling with which some people regard one of the most important of all the profession.

* * * * *

There is a growing recognition of the highly honorable, all important and poorly paid profession of teaching. The best evidence of it is in the multiplication of special training schools and the establishment of thoroughly equipped normal schools for the proper education of our teachers. Thinking people have come to realize the absolute necessity of careful preparation for this important work and to recognize the dignity of the calling. It is gratifying to note that Mr. Carnegie has recently given a fund of ten million dollars, and is said to be contemplating increasing it to fifteen million, the income of which is to be used to pension college teachers after a prescribed term of years of active service and it is to be observed that this is in no sense a charity. Mr. Carnegie states that his primary object is not to provide for worn-out teachers but to so elevate and dignify the profession as to render it more attractive to those who are needed in it, and to insure them a security and a respectability to which their service entitles them. The pension is then to be considered as a salary, earned during the years of active service and paid upon retirement, in exactly the same way that our army officers are retired on three-quarters pay after reaching the age limit. What Mr. Carnegie proposes to do for the college teachers, Germany and other European countries have long done for all their teachers, and our own States can do nothing more important than follow their example and make adequate provision for our teachers, as they do for our soldiers and sailors. This is a reform in which the teachers may well have a share.

But it is not my intention to uphold or defend the profession of the teacher, for that is unnecessary. Knowing that I am speaking to those who put the proper estimate on the value of the teacher's services to the individual, to the community and to the nation, and that you prospective additions to our ranks, are teachers by choice and training rather than by accident or necessity, I ask your attention to the influence which you and others like you may exert upon the communities in which you labor and the others like you may thus render in the great work of reform.

The subject is not inappropriate for an address to a class of young ladies. Our schools are filled with women teachers and it is generally conceded that they do better work for less pay than the men. A better class of women enter the profession, partly because they find fewer occupations open to them, and for other reasons it seems evident that our children must be taught by the women and the women must aid in correcting those evils from which we suffer and which we all agree must be mitigated. Women ought to make good preachers as well as good teachers for they have in general higher ideals than men. The average woman has a higher standard of morality than the average man. She can give utterance to a noble sentiment and have it taken in good faith. A man's expression of a similar sentiment is more likely to be thought bombastic and insincere. Many a good man finds his good words and deeds suspected of having a string to them. Joseph Choate, the great New York lawyer and jurist, was discussing the Anti-Railroad Pass Bill with two friends. During the conversation, Mr. Choate said, "In all my career I have never yet ridden a mile on a pass and I never expect to do so." His friends were silent a moment and then one, a prominent railroad attorney and politician, said, "What a splendid record and how I wish I could say as much for myself!" After another brief interval of silence the other man remarked, thoughtfully, "Well, why don't you say it then? Choate did." But if Mr. Choate had been a woman, his statement would have been accepted literally and passed without comment.

There are many reasons why women are valuable and effective teachers, and they train our children during at least one-half of their school and college courses. If the public school is the cradle of our national ideals, then must the teachers in these schools be recognized as a potent factor in nurturing and propagating those ideals which we all hope to see realized. No one will deny the splendid influence of the intelligent, earnest and honest teacher upon the children who

are to be the future citizens of this republic, some of them, indeed, destined to be our legislators and our representatives among the law-makers and, unfortunately, among the law-breakers, in Congress. The teachers' influence upon the home and upon the country must never be forgotten. I know from personal experience some of the results of such influence. In my own home there is a High School boy of fourteen and an Eighth Grade girl of twelve. For years they have brought to us from school, some of the facts and theories gained from their various teachers, and I can trace certain changes in the ideas and the conduct of the parents in that home directly to the influence of the teachers of those two children. This might not be expedient for me to emphasize at home, but I feel this morning that I am far enough away to enable me to make an honest confession without fear of undermining my parental authority. Suppose that the same state of affairs exists in other homes, as does not seem unreasonable. Suppose every one of this graduating class inspires each one of say, fifty children, with some splendid aim or some noble principle, to be transmitted by them to as many fathers and mothers and thus to permeate society; these endless chains, starting in the simple school room, might extend even to the stately capitol. And there is strength in union. A state convention of teachers which makes an intelligent demand for some thing pertaining to education is almost certain to secure it. A national gathering of those representing the interests of the various sections of the country is a powerful weapon of attack upon any recognized evil. For this reason it is most important that we should interest ourselves in such organizations, attend such meetings, take part in the discussion and act in harmony with our fellow laborers in our efforts to attain a desired end. Other professions and vocations have their organizations and accomplish much. As an illustration, take yesterday's paper and note the following telegram:—

"8,000 Messages in Rate Bill Protest.

Railroad Employees Bombard Congress with Request for Pass Amendment."

"Washington, June 5th.—The railroad brotherhoods seem determined to have the rate bill amended so as to permit the issue of passes to railway employees and members of their families, and already their active campaign has had a good deal of effect upon members of both houses of Congress. Their campaign has been well organized."

Up to last night more than 8,000 messages had been received, addressed to members of the house and senate, some

of their messages signed by a hundred men. In every case the signers of these telegrams are constituents of the members addressed.

What the effect of it will be cannot be predicted with certainty, but if a guess were in order it would be that the rate bill would be sent back to conference for the purpose of changing the anti-pass section to accord with the wishes of the railway employees.

If the railway employees of the country can thus influence national legislation and obtain a concession admittedly for their own personal interests, what effect would the persistent demands of an intelligent army of teachers have upon those in authority, especially if those demands are for things which are not selfish but rather for the benefit of the people as a whole. But great as would be the effect of a united effort on the part of the teachers of the commonwealth in matters of public interest, I believe the result of the work of the individual teacher can be made still more important.

We all pretend to have great faith in education. We say it is the only salvation of the nation, and where is there a better place to start reform than at the bottom, among those of an impressionable age, the receptive, responsive youth of the public schools? "As the twig is bent, the tree is inclined," and how many crooked saplings can be set straight to grow into the strong, straight-grained trees fit for timber out of which to build our Ship of State? There may be crooked sticks now and then which cannot be corrected, but these may be reduced in number and finally rejected for the clear, sound stock which was started in the nursery of the common schools. We may need such timber if the ship is to be kept in repair, for many think she is barely sea-worthy at the present time. One of our most prominent writers says in his last article on our sociological conditions: "I cannot forecast the form of the future, but I am certain the future will mean little if it does not sweep away a thousand of our beloved shams and shames. For one thing there must be an order of society where it will be impossible for the few to get money without working while the many work without getting, an order where the wealth and beauty of the earth will not be based, as now, on poverties, robberies and sorrows but rather on the common fellowship and sympathy and honor among devoted comrades. Some day there must be a civilization where the workers will not spread the feast and get only the leavings. No longer will there be an awful opulence side by side with an awful destitution. In the great

day of God that is coming we shall not use men to make money, but shall use money to make men." Is this picture overdrawn? Is the writer too pessimistic in his views of prevailing conditions? Take a file of any daily paper and read the headlines; glance over any popular periodical for a dozen numbers and what do we find? The History of Standard Oil! Negro lynchings in the South! Amalgamated Copper! The story of Frenzied Finance! The Life Insurance Company Scandals! The Iniquity of our Divorce Laws! Embalmed Beef! The Coal Strike! Municipal House-cleaning in St. Louis! Philadelphia Boodlers! The Disgrace of Minneapolis! The Beef Trust Investigation! Mr. Rogers defies the Supreme Court of Missouri! Anti-trust legislation! Secret rebates, tainted money, the western land frauds, the conviction of a United States senator, graft, the treason of the Senate, and more and still more of the same sort. These are the topics on which our editorial writers and magazine contributors are busy, and the avidity with which the great reading public devours their writings is fair evidence that the masses of the people recognize the evils that exist, that the nation's conscience is awakening and that reforms are demanded and must come.

It may be impossible for us who are not specialists in these matters to make ourselves thoroughly familiar with all of the details of any of these evils which I have mentioned or, even if we could master them, to suggest appropriate and adequate remedies. We may not know all about boodle aldermen or railroad rebates or political graft; we may even believe that some of the trusts are useful, that some politicians are statesmen and that some millionaires are honest; we may be unable to agree with the rabid radicals or with the complacent conservatives; but it certainly is our duty, as thinking men and women, and particularly as teachers, to take an intelligent interest in the momentous problems which confront us as a nation, to endeavor to form a rational opinion as to what is right and what is wrong, to have convictions which we are not afraid to assert and to cherish ideals which we may strive to attain. We may do all this without becoming specialists in these various matters. We may not know whether it is wise to place a limit on the amount of money which a single man may accumulate; we may not be able to define 'tainted money' or to say whether or not churches, colleges and missionary societies should accept or reject the money which is called 'tainted,' but what we may do is to teach that there is something worth more than money-grubbing and money-getting even though it be

honestly grubbed or lawfully gotten. We may simply assert that the church should not condone the crime and absolve the criminal in order to obtain a subscription of tainted money, that the college should not trade an "L. L. D." or a place on its Board of Trustees in return for an endowment of illegally accumulated cash. Reform does not mean that we hope to eradicate the desire for material prosperity or that we shall change all men who are dishonest or selfish. History proves that such men have existed from the beginning. Long ago it was written, "Man walketh in a vain shadow and disquieteth himself in vain. He heapeth up riches and cannot tell who shall gather them." We may find that some men will continue in the vain shadow, but we can at least impress our pupils with the nobility of walking in the paths of righteousness, with the thought that material success should not be an argument so persuasive as to justify the sordid, selfish spirit of the present day, that the men and women whose names will live forever have seldom been rich but have labored for society rather than for self. The same idea was better expressed a few days since by a prominent member of Congress, who said, in a speech on the Inter State Commerce Bill, "I would that we were reaching toward an era in this devoted land when men are to be judged by what they think and how they act rather than by what they have; when intellect and not fortune, when conduct rather than birth shall be the measure of our esteem, when an honest fame shall be the goal toward which our ambitious youth shall be taught to toil and hope. I am one of those who believe that such a time may come. Of course I do not believe that the day of small fortunes and great contentment will ever come again to bless our land, but I do believe in the coming of a better day when a man who knows that he is just and honest will feel happier in his circumstances than the man whose riches have been corrupted through injustice, when under the inspiration of higher ideals and nobler aspirations, hate and envy will vanish from our minds, and I pray for the time to come when we shall have this new standard to guide our children, when we shall teach them that justice is better than power, and when we shall train them in the ennobling faith that truth shall conquer falsehood in every home where peace abides and in every land where men are free." If it is to be accomplished, we must accomplish it through the education of our children.

The negro problem in the South remains unsolved notwithstanding the persistent efforts of forty years and at last we have decided that the only proper solution of

it is in the proper education of the negro himself. That alone promises to settle the great question, and the success of Tuskegee and similar institutions seems to justify the hope of fulfillment. Such changes seldom come except by some gradual process, and how can we hope to accomplish reforms in our political, social and financial institutions except by taking the new generation of children, who are to be our future citizens, and training them to a higher standard of personal honor, to a more generous measure of altruistic endeavor and to more ennobling and exalted patriotism?

President Hadley advocates social ostracism as a cure for the dangers to which we are subjected by dishonest accumulations of the rich who divert the lawful earnings of the lawful owners from the natural channels of distribution. If we can create an honest disgust, if we can breed a genuine contempt, if the proposed ostracism is spontaneous and sincere, it would cure the evil, and to create such a sentiment we must begin with the children. Teach them that the true yard-stick of civilization is not the material prosperity of the individual or the nation, not even its literature or its scientific accomplishments, if there remains behind or beneath such superficial evidence of progress, a low standard of personal honor, a perverted notion of political power and a degrading servility to social or pecuniary success.

There are those who predict the decline of our nation because of the very evils of which we have been talking. The pessimists point to other nations which history tells us have wrought their own destruction and predict that the red flag of socialism will fly above the stars and stripes. I cannot believe that such is the destiny of our land. Doubtless we are to blame for the present conditions. We have known that some of these abuses existed; that our national, state and municipal governments were corrupt; that the land frauds were being perpetrated; that the trusts were throttling the smaller competitors; that the railroads did discriminate in rates and give rebates;—I say we have known these things and many more and either through indifference or apathy we have failed to insist upon a correction of these abuses. We are not blameless, for if the farmer sees the gate is open and is either too lazy, or possibly too ignorant to close it, what wonder if the pigs get into the corn, as is their hoggish nature? The farmer needs to study up on pigs and fencing and put his knowledge to practical use and we may be sure that he can then raise a corn crop. I do not believe we

are on the road to ruin. I do not think that the good sense of the American people can fail to find remedies for all the troubles that now exist. In a speech delivered in Minneapolis not long ago, Mr. Bryan, chastened and subdued by two defeats for the presidency and all the more effective and convincing for them, asserted most eloquently that the people have a right to whatever they really want, and even if they want a gold standard they have a right to have it, and I believe I may add to Mr. Bryan's assertion that they will get what they have a right to have. If they want a railroad rate law, they will have it; in fact, they have already obtained it. If they want an honest Senate, a fair tariff and a square deal, they have a right to them and will get them. What needs to be done then is to teach the children to want these and other decent things. Educate them to demand what is right as their right and then the reform must come.

A few days ago, while thinking over some of these things, I had a call from a former pupil, a graduate of the University, and now a teacher in one of our city high schools. It seemed a good chance to get an opinion from an actual worker, and so during the course of our conversation, I suggested some changes in our methods of instruction, emphasizing the possibility of giving our school children a clearer notion of their duties as individuals and as citizens. He objected vigorously on the ground that school-boards and school principals would not countenance it, and said that he had given up a position in a small town in southern Minnesota because the school-board disapproved of his expressing ideas to his classes other than those contained in the prescribed text books. I shall not repeat all of his tale of woe, but will only say that it is to be regretted that such a condition of affairs exists. Here was a thoroughly trained young man, mature, thoughtful, dignified, who might have been a power for real good in that community and who, refusing to sacrifice his convictions to the prejudices of one or two men accustomed to have their own notions prevail, gave up his place and held on to his principles. Instead of beginning our reform in the school-room then, it may be necessary to begin with the school-boards. If so, it proves that the sins of the fathers are descending upon the children and it suggests the propriety of retaliating by visiting the education of the children upon the heads of the fathers. If necessary, let us teach both classes at once. Although I am interested primarily in science, pure and applied, I am convinced of the greater importance of making clean, honest citizens

and in cultivating souls as well as minds. Our citizens are too often ignorant of the fundamental principles of their duties as citizens.

Not long ago one of our University professors sent out a set of examination questions to a number of colleges and universities throughout the United States. The questions were of a simple character confined to the elements of Civil Government, the nature and jurisdiction of state and federal courts, the methods of electing our congressmen and legislators, and questions on topics of a similar nature. Now, in order to be a really intelligent voter and to be competent to take part in the discussion of questions of public interest, a person ought to be able to answer a fair proportion of these questions, but the colossal ignorance displayed in the tabulated returns from a number of our best known colleges and universities convinced me of the desirability of paying more attention to these subjects in our public schools. I know the courses are already overcrowded and that there is not room for any new subject, but why not cut down and make room for that which must necessarily be of vital importance to our national welfare? Believing this to be necessary, we have advocated Civil Government in a broad sense as a requirement for admission to the State University, hoping to foster in the primary and secondary schools that which will make for better standards of citizenship and a greater sense of responsibility for municipal and national conduct. At present the majority of people who know just what needs reform and just how the machinery can be run to bring about such reform are the people who have studied up this subject for the benefit of the great corporations and trusts, their object being to prevent any legislation inimical to their own interests, but, as Mr. Sinclair said in his comment on the stock-yards investigation, "The source and fountain head of genuine reform in all such matters is an enlightened public opinion." Let us then give our pupils a foundation at least on which to base such an opinion even though we may be obliged to curtail some of the subjects at present included in the curriculum. Is it absolutely necessary that we make the strides in practical and scientific matters that we are now making if our ideas of decency and law and order do not keep pace, or shall we lay great stress on those things which tend to increase the material prosperity of the few and neglect those which pertain to the comfort and happiness of the many? Shall we double the speed of the automobile without regard to how many are run down in the race? It is generally believed that

we are living at too rapid a pace, that we are forgetting the simplicities of life, that we are sacrificing too much in our worship of the mammon of unrighteousness. Why not reform? Why not teach our children that which will bring them to a realization of the fact that a rational, unselfish and honest life is the only one really worth living?

Interpret Lincoln's great peroration by explaining to them that the "government of the people" means the government of all the people, of the unscrupulous, law-breaking, avaricious magnate as well as of the poorest laborer; that the "government by the people" means that the vote of the humblest individual equals in its power that of the highest official in the land; that "government for the people" ought to mean protection of the lowliest citizen against the injustice or aggression of any combination or corporation or conspiracy.

What splendid material there is to work upon,—the keen, responsive American boy and girl, inheriting the spirit which prompted the fathers to found this government as a refuge for the oppressed of every land, the patriotism which refused to let a civil war deter from preserving the Union, the humanity which forgot all else in the rescue of suffering Cuba. If we recall the past and are still pessimistic as to the future, then we are not fit to train to a higher sense of civic duty the youth entrusted to our care. Appeal to them for anything which touches their hearts and sympathies and what an immediate and ready response is returned! Let a San Francisco be stricken and see the eagerness to extend the helping hand. What splendid stock to work upon! Stock in the rough it may be, but susceptible of acquiring any finish which the craftsman's hand may choose to give it. Out of such material we may well hope to develop a generation of citizens who will want and who will have what is right.

The teacher's share in this is too apparent to require further explanation. Let us go out then, strong in our conviction that our country's future is to be better and brighter than its past, and in doing our routine work of the lecture room and the laboratory, let us teach those who are to be the citizens of tomorrow that with them rests the power to determine the standards by which the nation shall be judged. Imbue each one with a sense of personal responsibility, cultivate in each one a keen sense of personal honor, inspire each one with a lofty patriotism, remind each one that the intelligent thinkers and voters constitute the last and highest court of appeal, and then send them forth, earnest, industrious, intelligent and honest, to prove to the world that this "government of the people, by the people and for the people," shall not perish from the land.

Graduates.

Class of 1903.

Name.	Postoffice.	State.
Bessie Emily Bowman.....	Duluth	Minn.
Helen Emily Bowyer.....	Minneapolis	Minn.
Amanda Ellefson	Duluth	Minn.
Agnes Rebecca Holt.....	Duluth	Minn.
Esther Levy	Minneapolis	Minn.
Willena Marshall	Duluth	Minn.
Elizabeth Merritt	Duluth	Minn.

Class of 1904.

Mary Sayles Bartlett	Duluth	Minn.
Irene Buswell	Winona	Minn.
Blanche May Coulter.....	Duluth	Minn.
Ella Deetz	Duluth	Minn.
Catherine Farrell	Duluth	Minn.
Leora Pearl Fenton.....	Duluth	Minn.
Ora Margaret Hathaway.....	Duluth	Minn.
Mary Alphade Herrell.....	Grand Rapids.....	Minn.
Anna C. Johnson.....	Doran	Minn.
Kathryn Lou Joyce.....	Duluth	Minn.
Minda Julianna Knutson....	Duluth	Minn.
Alma Kruschke	Duluth	Minn.
Dorothy Katherine Kuhns....	Bellingham	Minn.
Clara (Laughton) Kilpatrick....	Biwabik	Minn.
Fanny Beulah Lippitt.....	Duluth	Minn.
Ella Vera Mason.....	Duluth	Minn.
Florence McLean	Duluth	Minn.
Jane Elizabeth Murray.....	Duluth	Minn.
Jennie Marie Myers.....	Virginia	Minn.
Carrie May Neff.....	Duluth	Minn.
Frances Ida Maud Neff.....	Duluth	Minn.
Mary Lucy O'Keefe.....	Duluth	Minn.
Emma Laurentia Olson.....	Duluth	Minn.
Clara Mildred Somerville....	Virginia	Minn.
Florence May Swendby.....	Duluth	Minn.
Grace Lavinia Thompson.....	Virginia	Minn.
Hattie Yager	Duluth	Minn.

Class of 1905.

Name.	Postoffice.	State.
Emma C. Anderson	Svea	Minn.
Olive Russell Colbrath.....	Hibbing	Minn.
Alice Hix Conklin.....	Duluth	Minn.
Ida Doran	Hibbing	Minn.
Eva Bell Dysslin.....	Superior	Wis.
Adelaide M. Eaton.....	Hibbing	Minn.
Nanna Einarson	Duluth	Minn.
Mrs. Bessie Giddings.....	Duluth	Minn.
Esther Harris	Superior	Wis.
Hilda J. Jorstad.....	Duluth	Minn.
Minnie Perttula	Ely	Minn.
Irene Emily Reau.....	Duluth	Minn.
Gertrude M. Schiller.....	Duluth	Minn.
Gladys Shaw	Duluth	Minn.
Myrtle M. Stark.....	Ely	Minn.
Eva Blanche Stevenson.....	Preston	Minn.
Bessie Ellen Sturges.....	Buffalo	Minn.

Class of 1906.

Marian R. Berry.....	Duluth	Minn.
Nina Burbank	Duluth	Minn.
Jessie C. Campbell.....	Duluth	Minn.
Julia Carlson	Duluth	Minn.
Oiga Carlson	Crystal Falls	Minn.
Rosabelle Carlson	Duluth	Minn.
Laura Detert	Faribault	Minn.
Mildred Frost	Duluth	Minn.
Anna T. Hanson.....	Duluth	Minn.
Estelle Hicken	Duluth	Minn.
Ettie M. Hoskins.....	Hibbing	Minn.
Kathryn A. Hoyer.....	Duluth	Minn.
Charlotte M. Hughes.....	Duluth	Minn.
Mary F. Kennedy.....	Duluth	Minn.
Agnes E. Lavallee.....	Duluth	Minn.
May E. Marshall.....	Duluth	Minn.
Fanny Mendelson	Duluth	Minn.
Marietta Murray	Eveleth	Minn.
Mary L. Ober.....	Duluth	Minn.
Elizabeth K. O'Keefe.....	Duluth	Minn.
Violet E. Robinson.....	Duluth	Minn.
Clara Rowe	Elk Point	S. D.
Anna M. Streed.....	Flemsburg	Minn.
Cora D. Schaffer.....	Duluth	Minn.

Name.	Postoffice.	State.
Margaret Shaw	Duluth	Minn.
Stella Swanson	Warren	Minn.
Maude A. Talboys.....	Chisholm	Minn.
Tannise Tyler	Fargo	N. D.
Ethal Wright	Duluth	Minn.

Officers of the Alumni Association.

Leora Pearl Fenton (1904).....	President
Carrie May Neff, (1904).....	Treasurer
Willena Marshall, (1903)	Secretary

Events of Commencement Week.

Reception by Mr. and Mrs. J. L. Washburn, for Class of 1906 and members of the Faculty, Friday Evening, May 26.

Commencement Sunday, June 3, 1906.

Hymn	-	-	-	-	-	Dykes
Responsive Scripture Reading—Prayer					Rev. Charles Fox Davis	
Chorus—"Prayer to The Virgin"					Wagner	
Sermon	-	-	-	-	Rev. T. H. Cleland	
Chorus—"The King of Love My Shepherd Is"					Gounod	
Benediction.						

Alumnae Banquet, Tuesday Evening, June 5.

Closing Chapel Exercises and Class Farce, Wednesday Morning, June 7.

Commencement Day, Thursday, June 7.

Chorus—"Shepherd of Israel"	-	-	-	Morrison
Invocation	-	-	-	Rev. J. C. Faries
Chorus—"The Cloud"	-	-	-	Rubenstein
Address—"The Teacher's Share in National Reform"				
	-	-	-	Professor S. F. Jones
"Hush My Little One"	-	-	-	Berignani

MISS MASON

Presentation of Diplomas	-	-	Hon. J. L. Washburn
Chorus—"The Gypsies"	-	-	Schumann
Benediction			

Calendar for 1906-1907.

Fall Term.

Entrance Examinations and Enrolment of Students...
.....Tuesday, September 4, 1906
Class-work begins..Wednesday morning, September 5, 1906
Term endsWednesday noon, November 28, 1906

Winter Term.

Enrolment of Students.....Tuesday, December 4, 1906
Class-work begins..Wednesday morning, December 5, 1906
Holiday vacation begins...Friday noon, December 21, 1906
Class-work resumedTuesday morning, January 8, 1907
Term endsFriday noon, March 8, 1907

Spring Term.

Enrolment of Students..Tuesday morning, March 19, 1907
Class-work begins....Wednesday morning, March 20, 1907
Term endsWednesday, June 12, 1907

The new Students' Hall will be ready for use at the beginning of the fall term. It is fire proof and is provided with every possible convenience. There is no more attractive or comfortable boarding-hall in the state. Rooms and meals will be supplied at cost, probably fourteen to fifteen dollars a month. Application for rooms should be made at the earliest possible time.

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Duluth, Minnesota.

Vol. I.

November, 1906.

No. 3



Household Economics in Education.

Bora Eaton.

In the "good old days" of our great grandmothers the daughters of the household were carefully and systematically trained to become efficient home makers. They were taught spinning and weaving and dyeing, and how to knit and sew and darn. The meat was salted down for the winter, the lard tried out and cider apple sauce by the barrel was prepared at home. Every girl was taught to cook, to make butter and yeast. This training was considered an essential part of her education, no matter how meager the intellectual side might be.

We speak of their life as simple and the life of today as complex. It was a simple life, but nevertheless a busy one in spite of the fact that women's clubs, bridge, and golf, receptions and afternoon teas, woman's suffrage and municipal improvement committees were not even dreamed of.

But with the growth of the community and city life and the invention of machinery many industries began to be taken away from the home until now we find the mills and factories and shops carrying on what was, at one time, the work of every household. Freedom from many duties and cares have thus come to the housewife and mother but new interests and a wider intellectual and social life have taken their place bringing a new order of responsibilities. In consequence of changed social and industrial conditions and increased complexity in domestic life the old-fashioned home training has become a thing of the past. Other profound changes have been effected in our environment by the many scientific truths that have been discovered and applied within the last half century. The whole civilized world is feeling the need of new training to meet these new conditions.

The home has been especially affected by this new order of things and but few women have found it possible to begin to keep pace with it. Some are careless and indifferent, many are ignorant and see no necessity, others lack opportunities, while some, bound by tradition, are perfectly satisfied with the old order of affairs. Household work is often done in the hardest way, sanitary laws are utterly ignored while nutrition as a science is not understood.

It is only a few years since home making, the natural life work of women, began to be recognized in education. For

all other arts and professions specific training has long been provided and required, but for this, the most vitally important, the preparation has been more or less haphazard, determined chiefly by the conditions which happened to exist in each individual case. It is now about thirty years since simple cooking lessons were first introduced into a few of our public schools, and out of this small beginning has arisen a new science—domestic science, or to use a broader and more comprehensive term, home economics.

What is domestic science and art, or home economics? Here we have various household arts such as preparing food, keeping things clean, and making garments and household articles. We find that in cooking and cleaning we are dealing with forces outside of ourselves, that we are applying principles of chemistry, biology and physics, while in other processes, such as basket making, weaving and sewing, we are working with form and color and are applying the fine arts in the home. These processes then are forms of applied science and art. But home economics means more than the application of science and the fine arts merely that certain results may be correctly reached, or that certain articles may be artistically made, for we discover that science and art in the home are a combined cause through which the individual becomes a more effective human being, material substances attain their highest usefulness, and the best results are produced with the least expenditure of time, energy, material and money. This brings us to the study of the economics of home consumption. Household economics then, consists of certain household arts or activities, based on certain sciences and leading to a study of economics.

The interest in home economics is growing rapidly, as evidenced by its introduction into a large number of our public schools, technical schools and into some of our colleges. Mothers and home makers are becoming its friends, and as a result we find correspondence classes, home economics departments in the women's clubs, and household columns in the magazines and daily papers. But even among those most interested, superintendents, teachers, and parents, we find a lack of formulated opinion as to its value, a tendency to throw the responsibility upon the special teacher, resulting in a lack of vital connection with the general school work.

From the very nature of household science there are unusual opportunities for correlation, for I know of no subject more intimately related to almost every branch taught in our schools than this one, from the first handwork of the little people to the experiments in the physical and biological laboratories.

The natural order of teaching this subject would be to begin with the arts, as the weaving of mats and rugs, the designing and making of simple baskets and household articles leading up to the sewing. Cooking brings us to the science, although here there is an art side as well, and for some time after the cooking is begun, but little emphasis is laid upon the scientific side. As the pupil grows older and more mature, however, the reasons for the different processes and the expected results are emphasized, and lastly, the economic phase of the subject is presented. This would be the ideal order, possibly, in which to present the work but, in planning courses for our public schools we must consider how many children do not go beyond the grades and we find that we must adapt our plans to meet these conditions.

In the kindergarten and primary grades no distinction can be made between household arts and manual training; it is all handwork based upon the activities and interests centering about the home. It may be their own homes, it may be the home of primitive man or the Indian, or homes in other lands, but it all aims for the cultivation in the child of a sense of his relation to the home. As the subject broadens and develops he feels not only his relation to the home but his responsibilities. From the kindergarten through the fourth grade at least the same work should be given to both boys and girls.

The building of a playhouse and the construction of its furniture, the planting and care of gardens, making mats of reed and raffia, weaving small blankets and rugs on looms made by the children, the study of wool, its spinning and dyeing are suggestive of some of the handwork which may be a part of the kindergarten and primary course. Later, in connection with a study of the age of chivalry and the age of adventure, banners and tents for knights and sails for ships could be made. Bed spreads and table covers of canvas could be made for the playhouse—all this leading up to the sewing to begin in the fifth grade. Simple baskets might be made in the fourth grade to be used the next year for sewing material.

Beginning with the little tots again, an interest in cooking can be given through the primary grades by allowing the children to make butter and cheese, to grind the corn raised in their gardens from which with salt and water they can make a primitive corn cake, or they might parch the corn. Then let them cook the vegetables they have gathered and about which they are writing and talking.

When the children have reached the fifth grade they are

ready for more specific training. Sewing classes are formed for the girls while the boys begin shop work. The fundamental stitches, basting, running, stitching, hemming, overcasting and overhanding, are learned and applied upon bags, needle cases, doll's garments, small towels and a number of articles that will interest the girls and come within their experience. The girls in the sixth grade are always interested in making an apron, cap and pair of sleeves to be worn the next year when they enter the cooking class.

In these grades there is an opportunity in connection with their geography for the study of cotton, linen and silk, and for the discussion of proper clothing. A little elementary science also may be begun when the children can talk about water, pure and impure water, ice to be used in drinking water, water as a solvent, water as a cleaning agent, cleanliness of surroundings and care of the body. The consideration of pure air would be the next step, discussing proper ventilation and the expansion of air by heat. Some physiology in a simple form may be introduced in this connection. Animal heat and breathing and the effect of both upon air could furnish a number of helpful and practical lessons.

When we reach the seventh and eighth grades, where the girls begin cooking, the geography affords an excellent means for the study of wheat, the manufacture of flour, and the distribution of food materials. In the eighth grade comes an opportunity for a little consideration of civic housekeeping which boys and girls both need.

In the usual time allotted to cooking in the seventh and eighth grades—ninety minutes a week—there is little opportunity for more than the actual hand work. By the time the recipe has been discussed and copied, the directions given, the cooking finished and the dishes washed the hour and a half is usually consumed and so I would suggest that if some work in physiology could be introduced in these grades the cooking lessons would be much more effective and practical. These lessons need not be technical or involve a knowledge of chemistry and physics but should be simple talks and written lessons on the formation and waste of animal tissue, the kinds of food needed—building foods, fuel foods—with examples of each, and their digestion.

When the girls reach the High School we feel that more stress should be laid upon the scientific and economic side of the work than has been possible in the grades and we are confronted with the difficulty of applying scientific principles before a scientific basis has been laid by the study of chem-

istry, physics and physiology. Again, if we could have our ideal arrangement we would have some preparatory work in chemistry, physics and biology as a prerequisite for our course in "Preparation of Foods" in the High School. This, of course, is seldom possible and domestic science teachers in our High Schools find it a very difficult problem to decide how much science they may introduce into their lessons in the preparation of foods.

The work in Cooking should be done upon a scientific basis. A subject is only half taught if we are told in what way we are to do a given task but are not led to see why we choose that way rather than some other. Accuracy, definiteness, and the relation of cause and effect should be emphasized. There should be more or less experimenting, leading the girls to make original recipes. The pupils should learn that although cooking can not claim to be an exact science like chemistry, still there is no such thing as "luck" and that it is intelligence and care which bring about desired results. The stigma upon household work must be removed as it has been removed, to a large extent, from trade. The labor of the home must be put upon a higher basis and not considered menial. The girls should be led to realize that no work done by an intelligent mind and trained hand, which adds to the well being and happiness of a family is drudgery. I believe the ethical value of domestic science is often lost sight of. It should teach thoughtfulness, consideration, and co-operation; it should dignify labor and raise household work to a higher plane.

The Food Study in the High School should include a study of the composition of foods and the relation of foods to the body, the digestion of food materials, their function in nutrition, a study of dietaries, the cost of food and some practical marketing.

An important branch of Home Economics is the study of the house both from the hygienic and artistic standpoint, first considering location, drainage, plumbing, heating, ventilation, lighting, water supply, construction of kitchen, height of sink and modes of economizing labor, then the plan of the house and its furnishings, dwelling upon the thought of beauty, simplicity, comfort and fitness. When we see the many ugly home with their terrible combinations of color and the ornate and useless furniture does any one need to ask if the study of the home from this second viewpoint is not an important part of the training of young women?

Personal and public hygiene is another practical and

essential course in household science and in connection with this a number of lessons should be given in invalid cookery, as well as suggestions and remedies in emergencies.

The amount of sewing to be taught in public schools is a disputed question. I believe that drafting of patterns, dress-making and millinery belong to the technical and trade schools, and that the province of sewing in the public schools should be to teach the fundamental stitches needed in garment making with a practical application on undergarments, aprons, useful household articles and a shirtwaist cut from a pattern. Besides this they should learn to patch and darn neatly. The aim should be to teach the girls how to use the needle deftly and intelligently, to give them a high standard of sewing and a respect and appreciation of fine handwork. After they can sew well by hand they should learn to use the sewing machine with its appliances. The girls need to be taught how to use the bought paper patterns, but I would not teach them how to draft their own patterns for anything more difficult than a petticoat or simple undergarment. Textiles ought to be studied carefully while there should be frequent discussions of such subjects as appropriateness, economy, cleanliness, ready made clothing, sweat shops and Consumers' League.

In only a limited number of colleges and universities do we find Home Economics as a distinct department, although each year new courses are added to the curriculum of many colleges bearing directly upon this subject, as, for instance, sanitary science, food and dietetics, chemistry of foods, bacteriology, physiological chemistry, courses in textiles and design, and house decoration. The University of Chicago has a department called Household Administration independent of the Home Economics department of the School of Education. There is a growing conviction, however, that as universities recognize the future activities of their men students by providing courses leading to medicine, law and commerce, it is time that a similar provision be made for their women students, training them for their probable activities. Columbia University, the University of Chicago, the University of Illinois, the University of Wisconsin and others have departments of Home Economics as well as a number of the agricultural colleges. Cornell University has, as yet, no department of Household Economics but the agricultural college of the university has what is called a "Reading Course for Farmers' Wives" under the supervision of Miss Martha Van Rensselaer. Besides lectures and practical demonstrations given throughout the state, illustrated bulletins are issued treating

such topics as Practical Housekeeping, Decoration of the Farm Home, Germ Life in the Farm Home, The Kitchen Garden, Saving Steps and Saving Strength. With each bulletin is inclosed a discussion paper and much thought and interest have been awakened throughout the state by this course.

Women's clubs and correspondence schools have done much for mothers and home makers who feel their lack of systematic and scientific training. In fact the demand has been so much greater than the supply that popular magazines and especially the daily papers have instituted alleged departments of domestic science which are often anything but scientific.

I doubt if many persons realize the invaluable work for domestic science that the government is doing through the various branches of the agricultural department and the different experiment stations. The results of investigations in the science of nutrition, the nutritive and economic value of foods, chemical composition of American food products, and dietary studies, not to mention a host of other lines as published in their bulletins is of inestimable aid to the student of household science.

Perhaps in no place is there a greater need of household arts than in the country schools. The country girl does not need to train her hands but she does need to know how to use her brains. She needs to know how to keep well, which means a knowledge of proper food and clothing, clean and dry cellars and homes, good ventilation, pure drinking water, and care of waste, and when we recall her home, carpets, walls and furniture and her clothes we have a convincing proof of her need of instruction on the artistic side as well. She needs to know that the home ought to be put upon as scientific a basis as the farm. The feeding and housing of human beings are as important as the feeding and housing of cattle and sheep. Here we can have no special teacher and no equipment; the work must be done by the grade teacher and by no means as missionary work but in the form of science lessons, art lessons, nature study and hygiene.

Every young woman then who expects to become a teacher should have enough of Home Economics as a part of her professional training to enable her to give to her pupils such help as will raise their standards of living, improve their environment, and make them better fitted for life. And one feature of this work in Normal Schools should be to emphasize those points which their graduates, although not special teachers of domestic science, can apply in their general teach-

ing. As stated in the beginning of this paper there is great need of mutual understanding and co-operation between the general teacher and the special teacher.

Any subject which aspires to become a part of school work must have an educational value; there is also a growing demand that it have a utilitarian one. To quote Dr. Nicholas Murray Butler: "The public education of a great democratic people has other aims to fulfil than the extension of scientific knowledge or the development of literary culture. It must prepare for intelligent citizenship."

Simplified Spelling.

Anna Newton Carey.

If one may judge from the prominence given to the subject of phonetic spelling in the recent magazines, the Simplified Spelling Board has already accomplished something, for it has aroused public interest. To be sure this interest has been frequently expressed in vituperation, rage, and ridicule, but even this promises in the near future a sober consideration of the subject.

That there is need of any reform in our spelling many people are unwilling to admit, but almost all teachers realize that something is wrong either in the child, or the teaching, or the language itself. A child can learn everything but spelling. He regards most of his studies with a certain degree of enthusiasm, but seldom spelling. He hates that, for he cannot reason the matter out, and there are no safe rules to go by. He would reason that if s-u-n-g spells sung and r-u-n-g, rung, why does not t-u-n-g spell tongue? If t-h-o-u-g-h spells though, why are not so, sew, hoe and beau spelled like it? These are questions which the wisest teacher cannot answer. So there is no escape for the luckless child but to learn each separate word—just about as abominable a method as that of the Chinese who have a different character for every word in the language. As a solution of the difficulty, one clever writer suggests that, instead of resorting to phonetic spelling, we sound all the letters which are now silent, pronouncing programme programmy, for example. As for words with silent letters which it is impossible to pronounce, he would boycott them, substituting phrases. This may seem, at first thought, a simple and beautiful method, but it has its faults. We turn from it and continue to exact the same old memory work of our pupils, and they continue to be as vulgar as to misspell.

One authority on the subject says that the present poor spelling is the natural result of our reformed methods of education; that children have such a range of work to accomplish that they cannot give the time to details that some of us did in those days, when there were only Reading, Writing, Arithmetic and Spelling to master. The writer goes on to say that spelling is work which cannot be mastered without attention concentrated on details. Our modern method aims to make everything easy for the child, and really makes most

things too easy. The result is lack of concentration and lazy mental habits. There is no way to make spelling easy, attractive, and at the same time accurate. Therefore we find few good spellers in our schools.

This may be the correct theory for accounting for our poor spelling, or we may lay the blame on Dr. Samuel Johnson, who in the eighteenth century made a dictionary, and in it spelled words just about as he pleased, in defiance of authority. Before his time there had been a tendency to spell phonetically—that is the natural tendency of a language. For instance in 1200 A. D. honor was spelled onur. Shakespeare spelled crossed c-r-o-s-t, and kissed k-i-s-t. Bunyan, Milton and Spenser spelled in a similar way. But Dr. Johnson was fond of the ancient classics. He was fond of big words, the harder the better. In his dictionary he pretended to spell according to derivation. He put into many words letters which had for a long time been silent, although Dr. Johnson didn't himself make any effort to pronounce them. His influence over his contemporaries was great, so that he managed to defeat the phonetic tendency and made a wider breach than ever between the written and spoken language. His influence has continued to the present day, although during the past few years there has been a new and growing inclination to spell certain words phonetically. This is due to the influence of the N. E. A., which began tampering with our spelling in a small way. But no one considered the tendency alarming until a body of men called the Simplified Spelling Board, financially backed by Carnegie, made out a list of three hundred words and begged the public to adopt them. Their efforts toward reform were treated as a huge joke until President Roosevelt issued an edict. At first everyone was dumb with astonishment. The movement was too much like a revolution to suit conservative Americans.

Now, this Simplified Spelling Board is a body of cultured men of various professions. There are about thirty members. Brander Matthews is chairman. I will mention only a few names, which may carry with them the weight of authority: President Jordan of Leland Stanford University; President Butler of Columbia; Melvil Dewey, lately director of the Albany library; the editor of the Standard Dictionary; the editor of the Century Dictionary; editors of The Century Magazine and of The Independent, and Prof. Lounsbury of Yale. Most of these men may be deemed qualified to lead such a movement.

A word should be said of the avowed aims of this Board, because they have certainly been misrepresented by the

humorists. In the first place it should not be called the Phonetic but the Simplified Spelling Board. A statement is made distinctly that the Board does not advocate phonetic reform. Brander Matthews says that such reform is impracticable, for to accomplish it there would have to be uniformity of pronunciation, or at least an absolute standard of pronunciation, which does not exist and never has existed. The aim of the Board is to simplify spelling by dropping silent letters, when there is authority for doing so. That is, in many cases it advocates discarding those silent letters which the classical Dr. Johnson, with such great pains, put into his dictionary. In this way it appears to be a restoration of many of the spellings discarded in the eighteenth century. For years there has been a natural tendency to go back to the earlier spelling. For instance the dictionaries have given a choice of two spellings, honour and the earlier honor. In these words we see that Dr. Johnson really obscured the derivation. By inserting the u he made them appear to come from the French instead of the Latin. As I said before there has been a natural tendency to go back to these simpler forms. The Simplified Spelling Board is "accelerating a natural historical process." Now this dropping of silent letters is not arbitrary. That would be true phonetic spelling. All words which have silent letters are not in the list recommended and never will be. One of the rules adopted by the Board is: If two spellings are given in the dictionary, choose the simpler; for example, program, honor, fantasm. There is nothing revolutionary in this. Most of us have adopted it already. Again, if an older spelling is simpler, restore it, as stept, and the Anglo Saxon tung for tongue, the Saxon lland for island. Concerning such words as center, meter, theater, sepulcher, the Board takes the liberty of saying they must all end in er for the sake of regularity. The most conservative person cannot object to this. Our spelling is very irregular and in the words just named there is nothing gained by irregularity. At present is there any way for a child to know which words are spelled er and which re? It will be a great saving of a child's effort if he can know once and for all time that such words are always spelled er, and would such a rule not be the salvation of many an older sinner who halts between two opinions?

I have given these details to show that there is nothing recommended thus far by the Board that may be regarded as a revolution. It aims at "reformation by regulation." A certain dictionary spells omelet in only one way; it offers a choice of epaulet or epaulette, and gives no choice whatever

but etiquette. Why this difference? Isn't it a fine thing to have some one step in and say, "Hereafter spell all such words without the final te"? One can see from omelet what the natural tendency is. It seems to prove that the Board is simply accelerating a natural historical process. Its methods thus far are conservative. It is worthy of notice that epolet was not recommended for epaulet. Nothing in the nature of innovation is.

While the recommendations of the Board have been adopted by some schools, a few newspapers and magazines, they are opposed by the press in general, and some scholars like President Elliot of Harvard. The English, on the whole, regard the movement with disfavor, although the editors of the principal dictionaries published in England favor it. For its unpopularity in this country the jokers are chiefly to blame. They have conveyed the idea that volcanic changes are to take place in the spelling book; that every word in the language is to be spelled phonetically. They have written whole articles in such spelling, and have shocked and amused us considerably. Americans have some sentiment, as well as the English, and they don't take kindly to having the old, familiar words assume the unfamiliar and grotesque appearance promised by the humorists. They have been led to expect the most extreme type of phonetic spelling, and this is their chief reason for objecting to the change.

The reasons for reform are clearly stated in a pamphlet which was issued by the Board last March. It reads:

"All whose mother-tongue is English believe that, if it is not unfairly handicapped, it will become the dominant and international language of the world. For this destiny it is fitted by its use as the medium of the widest commerce and the most progressive civilization, by its cosmopolitan vocabulary, and by its grammatical simplicity. No other existing speech, and none of the proposed artificial international languages, has the same adaptability to such a use. There is, however, a wide-spread and well-grounded conviction, that in its progress toward this goal our language is handicapped by one thing and one only—its intricate and disordered spelling, which makes it a puzzle to the stranger within our gates and a mystery to the stranger beyond the seas. English is easy, adaptable, and capable of a many-sided development: its spelling is difficult and cumbersome.

"Apart from its relation to the foreigner, our intricate and disordered spelling also places a direct burden upon every native user of English. It wastes a large part of the time and

effort given to the instruction of our children, keeping them, for example, from one to two years behind the school-children of Germany, and condemning many of them to alleged "illiteracy" all their days. Moreover, the printing, typewriting, and handwriting of the useless letters which our spelling prescribes, and upon which its difficulty chiefly rests, waste every year millions of dollars, and time and effort worth millions more. If then, as is certain, the reasonable and gradual simplification of our spelling will aid the spread of English, with the attendant advancement of commerce, of democratic ideals, and of intellectual and political freedom; will economize the time of our school-children and make their work more efficient; and will aid greatly in the cheapening of printing, is it not a matter which appeals to common sense, to patriotism, and to philanthropy?"

It is admitted by etymologists that the revised spelling will not obscure the derivation of words. This has been an objection offered by many who would like to see our spelling made simpler. The objection would be well founded if a purely phonetic spelling were adopted, but the new spelling is to be based on derivation and authority—at least that is what the Board tells us. For instance, *kist* and *tung* are nearer the Anglo Saxon *cyste*, and *tunge* than our modern *kissed* and *tongue*. Such spellings as *curst* and *dropt* we are familiar with in poetry from the time of Shakespeare to that of Tennyson. If these shorter forms may be used in poetry, why not in prose?

It is interesting to examine the list of three hundred words. Their spelling is regulated by twenty simple rules formulated by the Board. Many people would be astonished, if they would only glance at the list, to find that they have been using many of these so called new spellings—probably one-third of the list—for a long time.

Some of the arguments urged against the movement have already been mentioned. In addition to these it is sometimes urged that libraries would have to be reset in the new spelling in order to be intelligible to future generations. In reply to this the editor of the Century dictionary says, "The new spelling will probably differ from our present spelling less than one-third as much as this differs from the spelling of Shakespeare."

There is still another objection. While the movement has met with some few sympathizers in England, most of the English, who are very conservative, do not favor it. It cannot be hoped that the new spelling will be adopted in Eng-

land. This would at the outset defeat the primary purpose of the reform, as English would hardly become the universal language if the spelling of America were very different from that of England. It would make a wide gulf between the literatures of the two countries. From a publisher's point of view it would be disastrous. The president of the Macmillan company says, "To adopt the new spelling would ruin our export trade in American literature." Two sets of plates would have to be made, one especially for English custom. And in case Mr. Carnegie's hope of simplifying the whole language, word by word, is fulfilled, in a few decades, Americans whose eyes have become accustomed to the new spelling, would be unable to read, without some difficulty, publications from across the water. Even in this country unless President Roosevelt's order is universally followed, the official publications will differ from the common language. So unless the simplified spelling is adopted by all English speaking people, the result will be confusion.

Is the new spelling practicable? We don't know, of course, exactly what the Board is going to do, nor how far it really means to carry the reform. If we knew we might determine its practicability. If no more radical changes are made in the forthcoming lists than have been made in this one, we may hope to survive the confusion and live to see better days—confusion there will be certainly under the most favorable conditions. If only we could give the new spelling a trial of a few months or a year, we should not hesitate as much, but in this case, if we begin we must continue. But can the most hopeful expect that popular prejudice will ever be overcome so as to make a beginning worth while? Mark Twain answers yes. In his characteristic style he points to the introduction of the hoop-skirt which fifty years ago caused such consternation. He says that a few years later people began to regard it as beautiful, and he adds that the eye that could become accustomed to a hay-stack hoop-skirt and consider it a thing of beauty, can become reconciled to anything. He reminds us that once upon a time we were horrified to hear of women riding bicycles. He thinks that if prejudice prevents our adopting the new spelling, that could be overcome if only the change were sudden enough, so that the whole thing were over in a year or two. "But I'm afraid it won't happen," he adds, "and I'm as sorry as a dog, for I do love revolutions and violence."

Granted that prejudice could be overcome at last, is the reform worth while? There has been for years an outcry against our spelling. Foreigners think it an abomination, and

most of us think so ourselves. When we were struggling with spelling in the grades, we shed tears of despair. In the high school and in college our spelling caused us bitter humiliation. Since leaving school, we laugh at the past and spell everyone in his own way. We have said hundreds of times, "Something ought to be done! Why don't somebody do it?" But now that certain men have actually undertaken a reform, and mean business, we hesitate to follow their leading. We admit that they are scholars who know more about the structure of the language than we do, yet we cannot get over the feeling that somehow, even if they themselves are confident of success, they will meet with dismal failure, and leave us in a condition of hopeless confusion. If something is really wrong with our spelling—as every sane person admits—and if anything is ever to be done to improve it, why not begin the reform at once, instead of allowing a bad matter to grow worse? Is anything gained by postponing the reform?



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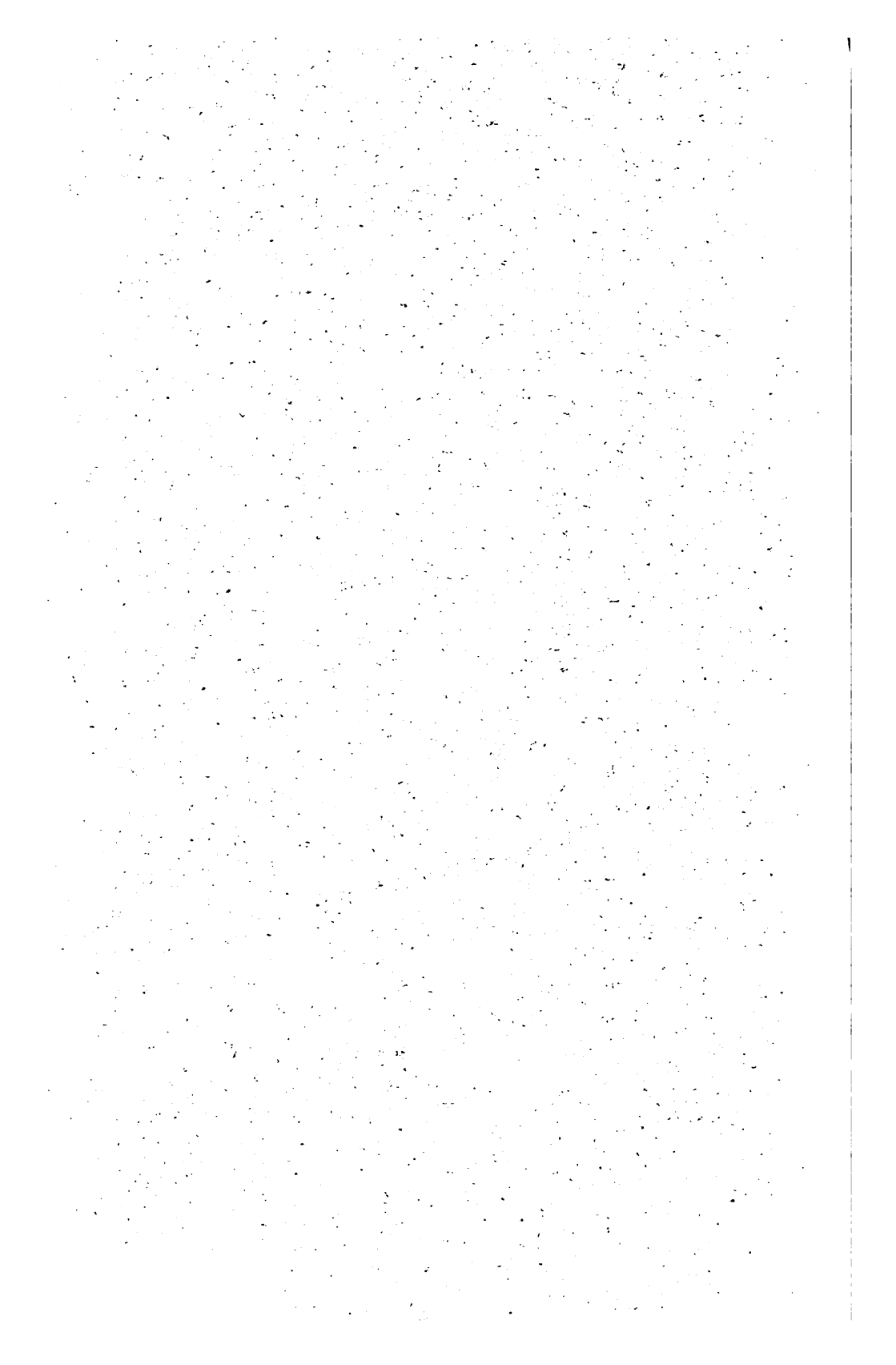
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Some Observations of Geography Teachings in German Schools.

Herbert Blair.

I do not profess to know all about the methods used in teaching Geography in Germany, and what little I think I know may be full of errors. This latter point was impressed upon me very strongly at a German dinner party to which my wife and I were invited. After several courses had been served and the dinner was about over, a young woman took a teaspoon of water and flipped it across the table at a young man opposite her, the table-cloth getting the most of the water. The young man, not to be outdone, took a teaspoon full of water and threw it across at the girl, the table-cloth again showing the effect. We had been long enough among strangers so that we thought we could control our faces no matter what happened, but evidently I failed here, for our hostess turned and asked, "Why, don't you do that at dinner parties in America?" I told her there were a few dinner parties given each year in America that I could not find time to attend, so I was not absolutely certain whether they threw spoonfuls of water at each other at American dinner parties or not, but I had never seen it done. "Well," she said, "that's odd. Miss Blank, from Columbia University, who was studying at the University here last winter, said that people always threw water at each other at all the swell dinner parties in America, but that some Americans weren't very proud of it and might deny that there was any truth in the story, but it was always done." Our hostess fairly took our breath away by her concluding statement that she did not like the custom herself and they were only doing it to make us feel at home!

In order to avoid drawing conclusions from one recitation or a single conversation, I attempted to visit the same grade in several school buildings in each city I visited and talk with every teacher who was kind enough to listen to my faulty German. I used each conversation and recitation as a check on all the others and, visiting schools all over the Empire, I received a fair idea of the methods they use in teaching Geography in their graded schools.

The nature study, history and geography taught in the first three grades came under the one head "Heimatskunde," and they study this home lore from these three points of view.

Perhaps I can show by a summary of some of the recitations I heard better than in any other way how this work is taken up.

In Nordhausen I spent several days watching a teacher develop the comprehension of a map in a class of sixty second grade little girls, each recitation period being fifty minutes long. The teacher, a man of about thirty-five, began by asking which was North, East, South, West. Then very rapidly he went through the following questions, which the different pupils answered with a rapidity that showed they had been over the ground many times before. "How many windows on the east side of the school room? How many windows on the north side of the school room? How many rows of benches in this room? Which direction do they face? In what corner is the blackboard? On which side is the master's desk? On which side is the door?" Then he picked up a meter stick and asked, "What have I in my hand?" The little girl pointed at arose, curtsied and said, "You have a meter-stick in your hand." "How many times will this meter-stick go in the north side of this room? How many times will it go in the east side of this room?" He then drew on the blackboard a rough diagram of the floor plan of the room, one-tenth actual size, and located on this the desk, stove, rows of benches, windows, etc. He then asked the same questions about the diagram on the board that he had asked about the school room. This seemed to be new ground and only a few of the little girls could answer when called upon, and, since each girl felt it her duty to weep when she could not recite, a large proportion of them were weeping most of the time. The rule, so far as I could judge by results, seemed to be to continue to weep until asked a question they could answer and then to smile until they failed again. After each one had a sunny countenance, which was not until she could answer all the questions about the diagram on the board as rapidly as the questions about the room, the teacher asked: "This room is how many times as long as the picture on the board? How many times as wide? A distance of one meter on the picture on the board is the same as how many meters on the school room floor?" Half the room was in tears before this was answered correctly. And when he put the question the other way, "One meter along this north wall is the same as how many meters on the north side of this picture?" only one girl came through smiling all the way.

The next step was to draw the floor plan of the building on a scale of 1:100. Then when this seemed to be clear he hung up a large gaily colored map of the city. The scale of

this map was 1:1000. Now Nordhausen is over one thousand years old and, to a foreigner, it seems as though those early settlers located their houses anywhere they pleased and put the streets in afterwards. These streets were narrow, crooked and so vile smelling that we were reminded of Coleridge's description of Cologne, as a city where he counted two and seventy stenchers all well defined. How those children ever found their way to and from school was a puzzle to me, and to see them trace on this large map the way to Kaiser Strasse or Wilhelm Strasse or Friedrich Strasse developed in me a reverence for their method of teaching map reading.

I have used considerable space in describing the work of this particular teacher, because it expresses the idea that runs all through the teaching of geography everywhere in Germany. The main thing in teaching geography is to develop the power to read a map correctly.

The nature study side of the *Heimatskunde* was interesting to me because of the unevenness of the teaching. The geography teaching proper that I saw was almost uniformly good, but the nature study is not so well developed and the older teachers especially had lots of trouble with it and seemed simply to try to fill up the time.

In one class I visited they were talking about the garden vegetables and the teacher's questions, so far as I could translate them, ran something after this order. "What is the finest vegetable that grows in our garden?" Now that question might have several answers, depending upon individual tastes, but the pupil whose turn it was to recite got up and unhesitatingly declared, "The finest vegetable that grows is the potato." The teacher admitted that the potato was a fine vegetable, a very important vegetable, but not the finest vegetable that grows. The next boy got up and informed us that the finest vegetable that grows is the cabbage. The teacher seemed more pleased with this answer than with the other, but thought that even the cabbage, fine as it was, wasn't the finest vegetable that grows. The third boy saw that the second answer had been "warm" so he confidently said, "The finest vegetable that grows is the onion." Everybody knew he was correct by the smile that covered the teacher's face and it did not need the teacher's "Yes, indeed, the onion is the finest vegetable that grows." "Then," said the teacher, "to whom should we give thanks for the bounteous gift of the onion?" Every one knew the answer to this and they fairly shouted, "Our Heavenly Father!" "Then let us give thanks to Our Heavenly Father for his bounteous gift

of the onion," and they all recited in concert a little poem-prayer of thanks.

My wife and I had onions in the hotels in all the soups, all the salads, all the meats and some of the desserts, and were almost ready to put up a prayer of protest to Our Heavenly Father, as all of our protests to the waiters went for naught.

The historical side of their Heimatskunde teaching was based mainly on the early history of certain towers, churches and particular places, as goose market, horse market street, corn market and other ancient landmarks.

The teaching of geography as a science began in the fourth grade and was finished in the eighth, giving five years, besides the three of preliminary work, to the subject. The following outline is a translation of the one used in Frankfort a Main, and practically the same outline was in use in every school I visited.

Fourth Grade.

I. Teaching Material.

A. The surroundings of Frankfort. B. The district of Wiesbaden. C. The Province of Hessen-Nassau. D. Mathematical Geography.

II. Method of Procedure.

A. The Surroundings of Frankfort.

1. The principal walks to points of interest.
2. The valley of the Main as far as it can be seen.
3. The mountains in the neighborhood.
4. The village which can be seen from various points of view.
5. The importance of the watch towers.
6. History and legends about the city and surrounding villages.

B. The district of Wiesbaden.

1. Consideration and mapping of the main points in the district.
2. The government of Wiesbaden district.

C. The province Hessen-Nassau.

1. History of the former electorate Hessen and dukedom Nassau.
2. The provincial government.

D. Mathematical Geography.

1. The phenomena of the heavens; the seasons; observations of the weather; warmth, cold (thermometer), wind, wind direction (weather cock), compass, conditions of the

air, (barometer) dew, hoar frost, mist, clouds, rain, snow, hail, thunder storms.

Fifth Grade.

I. Teaching Material.

A. The German Empire. B. Mathematical Geography.

II. Method of Procedure.

A. The German Empire.

1. Consideration of the fatherland according to the natural divisions. 2. The surface. 3. The cultivation and use of the surface. (Under 3 consider: soil and minerals, industries, commerce and intercourse, intellectual culture.) 4. The territories and states of southern Germany; 5. The territories and states of central Germany (the Rhine region, political glimpse.) 6. The territories and states of North Germany. 7. The German empire as a band of states.

B. Mathematical Geography.

1. Apparent movements of the sun, moon and stars; 2. The moon's phases and physical states.

Sixth Grade.

I. Teaching Material.

A. Other European Lands. B. Mathematical Geography.

II. Method of Procedure.

A. Other European Lands.

1. Middle Europe, (about two months.)

a. Alps, the Swiss Alps and their foreland, Switzerland, Carpathian lands and the Hungarian Plain, Austria-Hungary.

2. West and Northwest Europe, (about two months.)

a. West Alps and Rhine territory, Pyrenees, French Central mountains, the hilly lands of Brittany, Paris Basin, France, mouth of the Rhine, the dry land, marsh land and North Sea coast, Holland and Belgium.

3. Northern Europe, (about two months.)

a. Great Britain, Scandinavia and Denmark.

4. Eastern Europe, (three weeks.)

a. The great lowlands of Europe.

5. Southern Europe, (three months.)

a. Balkan peninsula, Apennine peninsula, Pyrenees peninsula.

B. Mathematical Geography, (one month.)

1. Form and movement of the earth. 2. Day time and seasons.

Seventh Grade.

I. Teaching Material.

A. The Foreign Lands with particular reference to the German colonies.

B. Mathematical Geography.**II. Method of Procedure.**

The geographical treatment should have first a glimpse of the history of the exploration of that part of the world with a consideration of the natural territories and economical conditions of the districts. Their trade with the German Kingdom should be thoroughly discussed.

A. The Foreign Lands.**1. America.****a. South America (about three weeks.)**

(1) The Andes, (2) Lowlands of the Great Streams, (3) East highlands, (4) Northern and Northeastern highlands, (5) The highlands of Patagonia, (6) The provinces and European colonies.

In a similar manner consider: b. Central America and West Indies. c. North America, (about a month.)

2. Africa, (over two months.)

a. The Nile lands, b. East African sea plain, c. South African tableland, d. Congo plain and lower Guinea, e. Sudan and upper Guinea, f. Sahara, g. Atlas lands.

3. Asia, (two months.)

Compare according to physical conditions as above.

4. Australia and its Islands, (about a month.)**B. Mathematical Geography, (one month.)****1. Degrees: Longitude and latitude, horizon, tropics, zones, darkness of sun and moon.****Eighth Grade.****I. Teaching Material.**

A. Frankfort a Main. B. The province of Hessen-Nassau. C. The German Kingdom. D. Mathematical Geography.

II. Method of Procedure.

In this year the home city and home province should be discussed in their economical and historical importance. The economical conditions of the German kingdom and its place in international commerce should be given repeated and thorough consideration.

A. Frankfort.

1. Description of the city, trades and industries, commercial intercourse, population, instruction and educational facilities, government, history.

B. The province of Hessen Nassau.

1. Consideration of the province with particular reference to the economic conditions from the following view points: Soil cultivation, cattle breeding, industries, home trade, im-

ports and exports, commercial intercourse, colonisation and population, political affairs, government, agencies for culture, history.

C. German Kingdom.

1. Connected consideration of the physical divisions and state divisions.

2. The influence the physical features of Germany have had on its development.

- a. Influence of situation, of earth form, and climate on the historical development, on trade and commerce and on earth civilization.
- b. The soil situation and its importance to the people.
- c. Industries and their importance in the economic life.
- d. Trade and commerce (trans-Atlantic commerce, duties, taxes, and commercial treaties) and their influence on the economic life.
- e. The colonizing of the German kingdom.
- f. Education and character of the people.
- g. Political and economical world position of Germany, Army, Navy and merchant fleet.
- h. Constitution.

D. Mathematical Geography.

1. Heavenly bodies: Sun, moon, earth.
2. Solar system.
3. Universe.

"Germany, Germany Above All" this should be the theme of every recitation in Geography.

I think the most noticeable thing shown by the outline is the amount of time given to their own country. The pupils learn a great deal about their own village or city in the first three grades, but the fourth year is also spent in studying their home surroundings. Many field trips are made, each of which is traced out on the map before they start and again after they return, and different pupils point out on the map where a certain flower was found or a particular bridge, tree, rivulet or stone wall. Everything possible was done to develop their power of reading a map and a map scale.

The fifth year is spent on the Empire as a whole, constantly comparing each new district or city studied with their own, with which they are familiar. The sixth year is given to a study of the remainder of Europe, using Germany as a standard of comparison. All areas are given in terms of the area of Germany, never in square kilometers. The population, industries, imports, exports, government, in fact everything

about each country, is compared with the population, industries, imports, exports and government of Germany.

During the seventh year, and one year only, they study the rest of the world, but here again only as compared to Germany and with particular reference to the German colonies. You will also note by the outline that it is the trade of these countries with the German Empire that interests them the most. Because of this they devote twice as much time to Africa as to North America. And very little of the month given to North America is spent on the United States. In one geography I picked up, dated 1906, most of the page and a half given to the United States was taken up with a description of pig killing in the Chicago packing establishments, and I was glad to learn that the farmers in the Mississippi valley, by means of block houses, are gradually overcoming the encroachments of the Indians. I do not think that the authors of this text believed this about the United States, but they want the children of the common people to believe it.

In the eighth year they again come back to Germany and teach the commercial development of the Empire. You will note the motto that closes the outline, "Deutschland, Deutschland, uber Alles." I asked one of the most progressive teachers I met why it was that they taught so little about other countries and so much about their own country. He replied that he knew it left the children ignorant and egotistical, but said that was what they wanted. "Twenty-five years ago," he continued, "Germany was the servant nation of the world and received servant's wages. Times were very hard, wages low, money scarce, and every one who could left the country. Today migration has practically stopped and the country has greatly increased in wealth and is rapidly getting wealthier. The boys that stop at the end of the eighth grade become the men that supply the army and navy, pay taxes and keep up the country and we want them to think Germany is the only country in the world."

I should now like to describe somewhat fully a few typical lessons beginning with the fifth grade, as the fourth grade work is very much like that already described.

The fifth year, except the month given to mathematical geography, is devoted to the study of Germany and I was curious to discover just how much subject matter they attempted to teach. I think every geography teacher realizes that we cover entirely too much ground in our geography teaching and hence our average pupil has a very hazy idea of the entire subject. The following is a brief summary of a

recitation I heard in Leipsig and shows, it seems to me, a striking difference between their methods and ours.

"Name the principal cities of Germany."

"The principal cities of Germany are Berlin, Leipsig, Hamburg, Bremen and Dresden." This answer satisfied the teacher. It was evidently what he had taught them to give in answer to that particular question. I have heard teachers (in this country) who, in teaching Germany, would not have been satisfied unless Cologne and Frankfort had been mentioned, and I have heard very few teachers who would have considered the naming of five cities as a complete answer to the question, "What are the principal cities of the United States?"

The next boy was asked to give the location, size and population of these five cities, and the third boy told why they were the principal cities. The latter used the large map in explaining the physical features of the country and the transportation systems in answering his question. His recitation was almost two minutes long and he did it all without any prompting questions on the part of the teacher.

Then the teacher took up the kingdoms of Germany in the same manner, and in describing these the answers were also complete, but touched only the main points. Neither in this recitation, nor in any of the others I heard on Germany, was there much taught that we would not attempt to teach in studying Germany. The difference was that each pupil remembered all the points that were taken up instead of having very hazy ideas of the country.

After seeing their outline and noticing in their geographies how little they gave about America, I was eager to know how much they taught and the school principal at Dresden kindly directed me to a class of seventh grade boys who were then taking up North America.

The boys were sitting two in a seat, one having his atlas open at the map of Europe, which they had studied the previous year, and the other having his open at the map of North America. The teacher first had them compare the surface of North America with that of Europe as they discussed the mountains, drainage, soil, coasts and harbors. Then they compared the temperature of the two countries and next the rain-fall for the different months of the year. Then, after they had the surface, drainage, temperature and rain-fall of North America clearly fixed in their minds, he began to question them as to the probable products, minerals, manufacturing industries, forests, occupations, etc. The ac-

curacy and completeness of their deductions were wonderful. Knowing their own country thoroughly and Europe almost as well, by simply a series of comparisons they discovered most of the important facts about America. I visited this class shortly after the earthquake in San Francisco and the teacher gave them a short account of this disaster. I found everywhere I visited a general tendency to teach current-events-geography. One Dresden principal told me that the geography of their entire eighth year was based upon current events, he himself assigning to the teachers the topics from week to week that the pupils should look up.

Mathematical geography has, I think, always proved more or less of a stumbling block to the grade teacher. Most teachers believe that some of it should be taught in the grades, but there are many different opinions as to how much and in what grade it should be taught. I had the great good fortune to hear a most excellent teacher endeavor to instill a clear conception of the seasons in the minds of an eighth grade class of boys. The principal told me that this teacher was a Normal School graduate, had taken his doctor's degree at Leipsig University, and was considered the best eighth grade teacher in the city of Frankfort.

There was one red-headed boy in the room and naturally that boy was called forward to represent the sun. The lesson was a series of mirth-provoking directions addressed to the "sun." "Now, my 'sun,' shine more brightly, as it is summer," and, "Children, notice how much brighter the 'sun' is shining now," or when it was winter he was representing, it became, "Do you feel as much warmth from the 'sun' now as you did before?" The boys enjoyed the recitation, the visitors enjoyed it, the teacher enjoyed it and the "sun" smiled sheepishly as though some favor had been conferred upon him.

After the recitation was over the teacher came up and talked about his work. He said that he had been teaching mathematical geography for many years, but had been unable to devise a method of presenting the subject of the seasons so that it could be comprehended by all of his pupils. Only a few of them could grasp it and he endeavored to amuse the rest. We listened to a woman teacher trying to make a sixth grade class of girls understand the reason for day and night, but their answers to her questions showed that their ideas were very vague.

I have been asked many times in what way, if any, my observations of the Germans' methods of teaching geography have changed my own methods of teaching that subject. It

is not a question that is very easy to answer, as it has changed my teaching in many little ways. I think, though, the main difference is that I am trying more and more to make it intensive rather than extensive. In preparing my lesson before class, I have quit committing again to memory the population and industries of each village and hamlet in the state or country that we have under consideration at that particular time. That is, I no longer attempt to have my pupils learn what I, a geography teacher, have forgotten. So, since my memory is not very good, we omit considerable matter that I formerly attempted to teach.

Then, I never realized before how much children could read out of a map when that, instead of a text, is used as the source of their information. From the second grade, where they begin to teach maps and the scale, up to the eighth grade where they study the commercial development of their own country, the German school boy depends mainly upon a map, either physical or political for his information. Many of our grade teachers have told me that children so young cannot comprehend a map, but I fully believe the German child does, and should like very much to see map reading consistently attempted here.

I noticed in every geography recitation I visited that the last ten minutes of the period were used by the pupils for writing in a small note book what they had learned during that recitation. Two or three of the pupils would read aloud to the teacher what they had written, and he would make any corrections he thought necessary. These notes were then learned at home and were recited to the teacher at the next geography period. These note books were kept during all their study of geography and many of the pupils in the eighth grade could repeat verbatim everything that was in his series of note books. Although they had learned a very little each day, yet at the end of five years it amounted to a very complete knowledge of the subject.

Suggestions on History in the Grades.

H. C. Strang.

That something or several things are the matter with history in the grades seems to be generally admitted; and we make so slow progress in mending the ills because we read and hear too much of small, shallow, bigoted opinion, and think too little on the utterances of minds ripened by keen observation, wide experience, and deep study. I shall therefore, courteous reader, take advantage of the present opportunity to lay before you a few thoughts gathered from different sources, and ask you to think patiently on them and to test them in your own experience.

"It needs but little reflection to see that no study is in itself—apart from treatment—so interesting as history. For what is it that most interests every child? Human beings. What is history? The record of human beings, that is all. Even the bear and the raccoon are not personally more interesting to the country boy than to hear the endless tales of the men who have trapped the one and shot the other. The boy by the seaside would rather listen to the sailors' yarns than go fishing. Human beings form the theme which is of all things most congenial to the child's mind. If the subject loses all its charms by our handling, the fault is ours, and we should not blame the child." (a)

"You may be sure that on the increasing depth and fullness and freshness of your own knowledge will depend in large measure the interest and progress of your pupils, that is, the power and success of your instruction, and accordingly your own satisfaction in your work." (b)

"Just in proportion as a teacher is poorly equipped with knowledge he tends to become a mere exactor of work and takes time telling pupils what to do and testing to see if they have done it. But this is not teaching, but a device of ignorance, laziness, or physical weakness, or all combined. The teacher teaches and reduces recitation to a minimum. Whoever has visited the best continental schools or studied

(a) Thomas Wentworth Higginson: *Why Do Children Dislike History?* In *Methods of Teaching History*; edited by G. Stanley Hall, D. C. Heath & Co.

(b) W. C. Collar: *Advice to Inexperienced Teachers of History*. In volume noted above.

comparatively such national educational expositions as those at St. Louis must have been acutely impressed with the fact that we exhibit what the pupil does, Europe what the teacher does. Here he says, 'Go, do this, and prove to me that you have done it.' There he says, 'Come, let us study together; I know and will inform, interest and inspire you to go on.' A little more pedagogic insight would make us ashamed of our wretched devices to conceal, excuse or dignify our ignorance or save ourselves work. We say let the pupil find the facts for himself and then he will remember and prize them and incidentally learn to investigate. No, we should have investigated and learned to impart. The teacher should teach." (c)

From the fact that history has become well established in the graded school course, the conclusion that it ought to be there does not as a matter of course follow. In many school rooms it is hard to escape the conviction that the teacher is hearing recitations in history simply because it is one of the studies in the programme, and that she has no aim other than to wade through the book prescribed by those in authority over her. Now "the method must be determined in the main by the object aimed at." (d) Without further apology, I venture a few somewhat disconnected statements on the value of history as a school study.

"The mere memorizing of dry facts and assertions affords no intellectual nourishment, while it is almost sure to create a distaste for historical study, and, perhaps, will even alienate the taste of the scholar forever. The first of all endeavors, therefore, should be to put life and action into what, as it stands, is a mere bundle of bones." (e) "History which is scientific in its exactness, but in nothing else, is a middle thing between science and literature, and will attain the ends of neither; it will be only dull literature and abortive science. The admiration of great men, the elevating contemplation of noble examples, is the reward most of us expect to receive

(c) G. Stanley Hall: *The Pedagogy of History*; In the *Pedagogical Seminary*, Sept., 1905.

(d) Mr. Collar gives some discussion of this in the article noted above. See also C. K. Adams: *On Methods of Teaching History*, in the same volume; and W. H. Woodward, *Aims of the Teaching of History in Schools*, in *Essays on the Teaching of History*, by F. W. Maitland and others. I am especially noting this point because many grade teachers give too little heed to it.

(e) C. K. Adams: In article noted above.

for the trouble we bestow upon history." (f) In the German gymnasia,—“where history has been taught with greater success than anywhere else in the world—the course is almost exclusively biographical. Indeed, it is little more than a succession of stories told with the especial aim of making a deep impression upon the mind of the child concerning some of the most important of the great characters of history.” (g) “For school purposes, as for Carlyle, history should be to teach the infinite difference between good and bad, to set forth, even if in loud colors, the law of right and wrong, justice and injustice. Just at that point when the cause of aesthetics and ethics are not quite differentiated, youth enjoys nothing like an unpointed moral, a cycle of events grouped about a great ethical problem. With this stimulus his memory, judgment and reason work best. Anything that shows righteousness rewarded and vice punished arouses interest as does nothing else. Let scholars investigate and colligate the facts; the great teacher has the yet higher task of Biblifying them—so that we can guide life by them, economize its forces, and get most out of it. Our problem is not, I ween, primarily to teach what has been, but to save moral powers from going to waste.” (h)

Shading off from the moral aim a little perhaps, but not much, and none if we understand “moral” as something more than conventional conduct, is the following:

“Perhaps we may say that a subject makes its strongest claims to a place in a school course, when it not only increases knowledge and exercises mental faculty, but when it stimulates interest in larger views of life and action, and provides the continuance of that interest when the initiative of the teacher is withdrawn. History does all this. It has the merit that applications of its lessons are always ready to hand; unlike Chemistry, it needs no laboratory, unlike Geometry, its interest is never merely technical. It shares with

(f) J. R. Seeley: The Teaching of History: In volume noted in (a).

(g) C. K. Adams, in article noted above.

(h) G. Stanley Hall: The Pedagogy of History. Noted above.

I should say that Dr. Hall in pleading that the moral aim of teaching history to young people should predominate, not that it should exclude all others; also that his lecture was addressed to high school teachers. His fluent and convincing discussion of virtue as distinguished from conventional conduct should be read in connection with what I have quoted.

Literature and Philosophy the highest intellectual and moral attractiveness, in dealing with subject-matter of perennial concern to human life and motive." (i)

That history can be made to serve the turn of training the memory for dates and such facts as history text-books contain, of developing a certain kind of reasoning power, of fostering patriotism in the sense of fulsome praise of one's own country and ridiculously false charges against others, or in the higher sense of just pride on the one hand and on the other of righteous indignation at any departure from high ideals, and in this correct sense not differing essentially from the moral aim, that history may be used to develop one kind of judgment; that children may be made to commit to memory and say by rote, at least, some facts that when understood by mature minds explain the origin of modern political institutions,—all these things are so self evident and have been so much talked about as to be trite and tiresome even to mention. But there is one other aim, ably discussed by Mr. Woodward in his article already referred to, which I shall notice somewhat because of its importance in three particular respects—in giving interest and pleasure to the study, in aiding powerfully the giving of an uplift to character from the contemplation of great thoughts and deeds, and in supplying that asset the possession of which has hurried so many human beings on to careers worth while and the absence of which has doomed so many to mediocrity. That is constructive imagination.

"In the earliest stage of History teaching the aim is just this: to arouse the class to realize in mental picture the action, scene and character presented by the subject chosen; just as, in a much later stage, the same capacity for realizing the emotions called into play by the great formative ideas of social organization is essential to comprehending their force. The difference between a lesson that becomes knowledge, and one that does not, lies partly, at any rate, in the vividness of imagination which has been brought into activity in the course of it." (j)

A simple example in a recent experience of my own may help on this point. From the text-book the pupils had learned that the site of the settlement at Jamestown was unhealthy and that starvation and disease more than once threatened

(i) W. H. Woodward, Principal of the University Training College, Liverpool, in essay noted in (d)

(j) W. H. Woodward, in article noted above.

to break up the settlement. No one in the class seemed particularly interested but when extracts from the contemporary accounts of Captain John Smith and Wingfield were read, for instance, that at one time only six men in the town were able to be about, some questions and suggestions were made by members of the class. The statement, however, that the day's allowance of victuals got down to eight ounces of meal and half a pint of peas to the man, attracted no attention; but when the ounces of meal and dry measure of peas had been converted into biscuits and slices of bread, and into table spoons and "side dishes," things of which the class had from their daily experience a definite mental picture, the case was different. One pupil wanted to know if that was really all they had to eat.

The treason or cowardice or incompetence of Charles Lee at the battle of Monmouth and Washington's pushing Lee aside and turning a disgraceful retreat into a substantial victory affords an excellent incident from which boys especially may draw some saving inspiration. Yet the moral value of the lesson will be just in proportion to the vividness and correctness of the mental picture of the scene which the boy creates for himself in his mind. But the details necessary for the picture must be supplied by the teacher, for our text-books now tend to leave them out in order to discuss learnedly on the evidence for and against the alleged treason of Lee, or to make room for the "check and balance" feature of our constitution.

To say of a man that "he is all imagination" is justly regarded as a reproach but it is coming to be recognized as implying almost as great a degree of deficiency to say that "he has no imagination." Now there is not one really great achievement in all this world that has not rested on an act of constructive imagination. How many thousands of mere matter of fact persons had seen steam issue from a teakettle before a man of imaginative power conceived the steam so controlled in its issuing forth that it could be made to turn the factory wheels? How many persons crossed the Atlantic ocean after the invention of telegraphy before one man saw in his mind a cable resting on the bottom of that ocean and transmitting messages from one continent to another?

Of the suggestions set forth above, three, it seems to me, should have special emphasis: (1) that a broad knowledge of the subject is requisite to good teaching; (2) that the chief lesson which history has for children is inspiration to lofty ideals; (3) that on the side of mental discipline, history is best fitted to develop constructive imagination.

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*State Normal School,
Duluth Minn.*



Washburn Hall.



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MAY, 1907

NO. 1

BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

FIFTH ANNUAL CATALOGUE

with Announcements for
1907-1908

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Calendar for 1907-1908.

Summer Term.

Enrolment of Students.....Tuesday, June 18, 1907
Class-work begins.....Wednesday, June 19, 1907
Term ends.....Friday, September 6, 1907

Fall Term.

Enrolment of Students.....Tuesday, September 24, 1907
Class-work begins.....Wednesday, September 25, 1907
Term ends.....Friday, December 20, 1907

Winter Term.

Enrolment of Students.....Tuesday, January 7, 1908
Class-work begins.....Wednesday, January 8, 1908
Term ends.....Wednesday, March 25, 1908

Spring Term.

Enrolment of Students.....Tuesday, March 31, 1908
Class-work begins.....Thursday, April 2, 1908
Term ends.....Friday, June 12 1908

State Normal Board

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Fifth and Sixth Years, Training School.
- FLORENCE V. ELY,**
First and Second Years, Training School.

General Statement.

Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established "under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of \$5,000 was made for the foundation, and in 1899 the legislature voted \$75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

All of the Courses of Study approved by the State Normal Board and offered in the other four schools are offered here. The courses include, in addition, two years work in household economics and is required of all students in the Junior and Senior years. A model school, including all the grades from the first to the eighth, and a kindergarten, is maintained.

Summer Sessions.

The session of the State Legislature, which adjourned in April, enacted a law establishing summer sessions of twelve weeks in each of the five Normal Schools of the State. This act carries an appropriation of \$30,000 for the support of such sessions during the next two years, and plans have already been made for the first session, which is to begin June the 18th of the coming summer. As provided by the law, these summer sessions are to "be a part of, and in all respects be the

same as, the sessions now provided by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangement of the terms in the school year shall be such as to most fully conserve the welfare of the rural schools."

Summer sessions of this kind were held nine and ten years ago in the Normal Schools at Winona and Mankato, but since that time no provision has been made for them until now. During the past four years, summer sessions of six weeks have been held in the several Normal Schools of the State. These were provided for out of the State Summer School Fund and the present sentiment in favor of the continuous session is due in large measure to the interest and support of the State Superintendent, Hon. John W. Olsen. The present provision for summer sessions, and especially the longer term thereby insured, will make it possible to accomplish a great deal more than has hitherto been possible.

Since many thousands of Minnesota teachers attend school during the summer months, it seems especially desirable to utilize the superior equipment and other advantages afforded by the State Normal Schools in their training. The school library and laboratories will be at the disposal of all students, subject only to such conditions as exist in any other term. These are ample in every way and afford every facility and convenience necessary to the work of a student in a Normal School. The library contains about five thousand new and well selected volumes and the laboratories are new and very complete, representing an expenditure of not less than \$15,000.

This summer term is intended primarily to meet the needs of rural and other teachers who feel that they cannot afford to attend school when they can teach. The work will be organized and carried on as largely as possible for their benefit. At the same time, it is the regular work of the school that is to be carried on. Certain grades of the Model School will be in session and open to students for purposes of observation. Opportunity for conference with the teacher in charge will be provided.

Generally speaking, the conditions of admission to work for this term will be the same as those for any other term. For the coming summer, however, as in former summer sessions, review or non-credit courses of six weeks will be offered in second grade subjects, especially Reading, English Grammar, Geography, Arithmetic and United States History. No examination will be necessary for admission to this non-credit work, but the faculty of the school will admit such students as desire to take it and seem qualified by maturity and previous training to pursue it successfully. All other work will be credit work and not more than one period daily in a subject will be offered.

Further information concerning the summer session can be had by addressing the President's office.

The Building and Equipment.

The building is thoroughly modern in construction and equipment. It is located in one of the most attractive parts of the city, overlooking the waters of Lake Superior from a height of more than three hundred feet.

The laboratories are large and well arranged. The furniture and apparatus are new and excellent in every way. The present equipment of the several laboratories represents an expenditure of not less than \$10,000 and is entirely adequate for the needs of the school.

A large and well-lighted room has been equipped for manual training. It is supplied with twenty benches of the most approved make and all of the necessary tools and instruments.

At the annual meeting of the State Normal School Board in June, 1903, the establishment of a Department of Domestic Science in the State Normal School at Duluth was authorized. This action was taken in response to a proposal on the part of the women of the various clubs of Duluth to furnish the equipment for such department provided the School would employ a teacher. The offer was accepted, the equipment supplied and a teacher employed. The work of the department has been in progress since that time, and the results thus far achieved are highly gratifying, both to the School and the women whose interest and support made them possible.

The library contains from three to four thousand well-selected volumes and is in charge of a well-trained librarian.

Purpose and Plan of the School.

The purpose of the school, as of the other four State Normal Schools is to train teachers for the common schools of the state. Two departments are maintained:—the Normal Department proper, and the Training Department. The courses of study in the Normal Department are six in number, as follows:

- I. The Academic-Professional Courses:
 1. The Advanced English Course of five years.
 2. The Advanced Latin Course of five years.
- II. The Graduate Courses for high school and college graduates:
 1. The Elementary Graduate Course of one year.
 2. The Advanced Graduate Course of two years.
 3. The Kindergarten Training Course of two years.
- III. The Elementary Course of three years, displacing the Certificate Course.

The three advanced courses lead to an Advanced Diploma, which, by endorsement after two years of successful teaching, becomes a life certificate of the first grade. The Elementary Graduate Course leads



MAIN ENTRANCE.



MAIN STAIRWAY.

to an Elementary Diploma for High School graduates, which, upon endorsement after two years of successful teaching, becomes a state certificate of the first grade good for five years, and is subject to renewal by re-endorsement. The Elementary Course leads to an Elementary Diploma, which, after two years of successful teaching and upon endorsement, becomes a state certificate of the first grade, good for five years and subject to renewal by re-endorsement.

The Academic-Professional Courses.

The amount of academic work required in these courses corresponds quite closely to that offered in the ordinary four-year high school course. There is, in addition, provision for special training in Psychology, the History and Philosophy of Education, Methods, Observation and Practice work in the Training Department. A detailed statement of the work offered in these courses will be found in the Synopsis of the Courses of Study.

The Graduate Courses.

These courses are arranged to meet the needs of college and high school graduates. The work is wholly professional and may be completed, as elsewhere indicated, in one and two years. The one year, or Elementary Graduate Course, is intended for those graduates of high schools who cannot spend more than a single year in preparation for teaching, and its completion entitles the student to the Elementary Diploma.

The two-year or Advanced Graduate Course is much richer in subject matter and its completion insures a more satisfactory training. Graduates from this course are in greater demand as teachers. School boards in many of the more important cities of the state, Duluth among others, refuse to employ graduates of the Elementary Graduate Course. The advantages of the advanced courses are such that students should make sure of their inability to spend two years in the school before deciding on the Elementary Graduate Course.

The Kindergarten Training Course is two years in length, and is practically a division of the Advanced Graduate Course. The outline of work will be found on pages 27 and 28. Only such students as are qualified to enter on one or the other of the graduate courses can undertake this course.

The Elementary Course.

This course has been substituted for the Certificate Course, from which it differs in two chief respects. The order of arrangement of

the different subjects in the course can be varied in accordance with the needs of the several schools, and the completion of the work entitles the student to an Elementary Diploma, as has been elsewhere stated. The subject matter and the amount of time apportioned the several subjects are practically the same in the new Elementary Course as in the old Certificate Course which it displaces. It is planned to meet the needs of those persons who have not had the advantages of a high school training and who expect to qualify for work in the rural schools. It is also expected that it will meet the needs of those already teaching in the rural schools who desire a more adequate training for their work.

Conditions of Admission.

I. To the Academic-Professional Courses.

Persons holding State Teachers' Certificates of the Second Grade are admitted to the first year class without examination. Others are required to pass satisfactory examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board.

Persons holding State Teachers' Certificates of the First Grade, valid at the time of presentation, are entitled to twelve credits on either of the five year courses or the Elementary Course; provided (1) that the subjects to be credited shall be credited by the President in conference with the student, and (2) that the average of the certificate be not less than 75 per cent, and (3) that subjects in which the standings are less than 75 per cent be not credited and shall reduce the number of credits allowed proportionately.

Admission to advanced standing in any of these courses will be determined by examination in the subjects completed by the class to which admission is sought, or by the presentation of other satisfactory evidence of the ability to do the work of the class.

II. To the Elementary Course.

The conditions for admission to this course are the same as those for the Academic-Professional courses.

III. To the Graduate Course.

Graduates of approved high schools having a four years' course who present credits representing fifteen units of work done therein (a

unit being daily work for a year of at least nine months) will be admitted to the Advanced Graduate Course without examination or other condition, and to the Elementary Graduate Course in like manner provided they present satisfactory records in Civics, United States History, one Biological Science (Botany or Zoology), and one Physical Science (Physics or Chemistry). If these subjects have not been pursued in high school, standings in them must be obtained in the Normal School. The record in Physics must represent not less than one full year's work. While Physiology is a required subject either high school or grammar school records will be accepted.

Students who have not completed the work of a high school course will be admitted conditionally and required to make up the work.

Students from high schools having a three years' course of study will be admitted to either of the Graduate Courses, but will be required to remain in school at least four terms if admitted to the Elementary Graduate Course. If the preparatory work does not fill the requirements above mentioned the deficiencies must be made good by additional work.

High school graduates who shall have taken, as post-graduate work, at least a half year's work in Normal subjects as offered in the State High Schools may receive credit for subjects in which they have done a full semester's work, provided (1) that these credits shall apply only on the two years' graduate course, and (2) that the President reserves the right to test the quality of work for which credit is asked.

IV. To the Kindergarten Training Course.

The conditions governing admission to this course are identical with those applying in the case of the Advanced Graduate Course. (See III above and pp. 27 and 28.)

V. To Special Work.

Persons holding teachers' certificates of the second grade and having taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the School that they are prepared to do the work with the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught, testifying to their success and fitness for the work of teaching.

Courses of Study for the State Normal Schools of Minnesota.

Revised and adopted by the State Normal Board, Feb., 1907.

GRADUATE COURSES.

Advanced Graduate Course.

First Year.

Psychology3 terms
Pedagogy1 term
Drawing1 term
Arithmetic2 terms
Geography2 terms
Music1 term
English Grammar1 term
Nature Study2 terms

Second Year.

History and Civics.....2 terms
Literature and Themes...1 term
Sociology1 term
Reading1 term
Manual Training.....1 term
History of Education....2 terms
Observation and Teach-
ing2 terms
School Management....1-2 term

Elementary Graduate Course.

(One Year.)

Educational Psychology..1 term
Pedagogy1 term
Geography1 term
Drawing1 term
Music1 term
English Grammar1 term

Arithmetic1 term
Reading1 term
Nature Study1 term
Observation and Teach-
ing2 terms
School Management....1-2 term

Academic-Professional Course.

English Course.

First Year.

Algebra3 terms
Geography2 terms
English Composition....2 terms
Reading2 terms
Drawing2 terms
Music1 term

Second Year.

General History.....2 terms
Plane Geometry.....2 terms
Solid Geometry.....1 term
Music1 term
Zoology2 terms
Manual Training.....2 terms
Rhetoric1 term

Latin Course.

First Year.

Algebra3 terms
Geography2 terms
English Composition....1 term
Reading1 term
Drawing2 terms
Latin Lessons.....2 terms

Second Year.

General History.....2 terms
Plane Geometry.....2 terms
Music1 term
Rhetoric1 term
Reading1 term
Manual Training.....2 terms
Caesar2 terms

English Course.**Third Year.**

Physics	3 terms
English and American History	3 terms
Arithmetic	2 terms
Botany	2 terms
Literature	2 terms

Fourth Year.

Psychology	2 terms
Pedagogy	1 term
English Grammar	2 terms
Chemistry	2 terms
Physiology	1 term
Civics-Advanced	1 term
Physiography	1 term
Arithmetic	1 term
American History	1 term

Fifth Year.

Literature	2 terms
Theme Writing	1 term
Sociology	1 term
History of Education	2 terms
Observation and Teach- ing	2 terms
School Management	1-3 term

Latin Course.**Third Year.**

Physics	3 terms
Botany or Zoology	2 terms
Physiology	1 term
English Grammar	1 term
Literature	2 terms
Cicero	3 terms

Fourth Year.

Psychology	2 terms
Pedagogy	1 term
English and American History	3 terms
Arithmetic	3 terms
Physiography	1 term
Virgil	2 terms

Fifth Year.

Literature	1 term
Theme Writing	1 term
Sociology	1 term
Civics-Advanced	1 term
American History	1 term
History of Education	2 terms
Observation and Teach- ing	2 terms
School Management	1-3 term

Elementary Course.**First Year.**

Algebra	3 terms
English and American History	3 terms
Geography	2 terms
English Composition	2 terms
Music	1 term
Reading	1 term

Second Year.

Geometry	2 terms
Zoology	2 terms
Arithmetic	2 terms
Literature	2 terms
Music	1 term
Reading	1 term
Drawing	2 terms

Third Year.

Physics	3 terms
English Grammar	2 terms
Botany	1 term
Physiology	1 term

Professional Work	4 terms
Rhetoric	1 term
Civics-Elementary	1 term

Descriptive Outline of the Work in the Different Courses.

Psychology.

Course I. Two terms in all Advanced Courses.

Term I. The major part of the work of this term is an observational and descriptive account of the neural basis of consciousness. The material consists of a number of brain models, brain preparations for gross sections, histological preparations from the spinal ganglia, cord, cerebellum and cortex, and of a number of charts. The sense organs are studied from Auzous's models, from charts and from literature. The laws and theories of nerve-action are studied (1) by laboratory experimentation, (2) from the literature of comparative psychology and (3) from the experiences of common life. The connections between physical stimuli, nerve-action and mental states are studied by performing the standard experiments in this field. Experiments are selected from the texts of Sanford, Witmer and Titchener.

Term II. This term comprises an analytic and synthetic study of consciousness. Its component processes, their genesis, their nature, their function and interrelation are surveyed and interpreted from the biological point of view. Text-book: Angell's Psychology.

Course II. Educational Psychology. This subject is given in the Elementary Graduate Course and as the first term of Professional Work in the Elementary Course. The work is largely descriptive of the connections between sense organ activity and mental states, between mental states themselves, and between mental state and actions. The reflex act as a type of action is expanded to include the functions of the cortex, that is, its associational, inhibiting and volitional activities. The latter half of the term is devoted to a consideration of the principles of growth and development of child life and the ways in which they relate to school life.

Reference books: Kirkpatrick's Fundamentals of Child-Study; Thorndike's Elements of Psychology.

Pedagogy.

This work is given in the Advanced and Elementary Graduate courses and for the second term of Professional Work in the Element-

tary Course. The object of the work is to enable the student to construct a coherent body of principles for guidance in the business of teaching. For this purpose the results of the preceding courses are freely drawn upon, particularly those relating to learned and unlearned activities and to mental connections. Three aims are kept in view (1) to see that the principles rest upon the verifiable facts of psychology, (2) that they are arranged in a logical manner, (3) that they have a close and rational bearing on the art of teaching.

Text: Principles of Teaching by Thorndike.

History of Education.

Term I. History of Education. The work in this subject consists for the most part of an intensive study of the educational classics. The classics used are: Plato's Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II. This course is in part a continuation of the preceding. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and psychological ideals as found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

School Management.

One-third of a Term. School Management is required in all the courses. It considers the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangements of the daily program and of courses of study and the state school laws are studied.

Observation.

This course is taken by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period a day. The course furnishes

the student an opportunity to observe model lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

Training School and Teaching.

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Academic Professional courses. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding weekly conferences at which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

History, Civics and Social Science.

General History. Three terms in the Advanced English and two terms in the Advanced Latin Course. The work includes the Orient and Greece, Rome, and Continental Europe to the fall of Napoleon. The object of the course is to fix firmly in the minds of the students



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the most important facts and at the same time to lay a general foundation for more extended study.

English and American History. Three terms in the Advanced Latin, Advanced English and Elementary courses. By teaching English and American history as one subject it is possible to bring out clearly the relations between the two from the reign of Elizabeth to the end of the American Revolution. The text book used is Channing's Student's History of the United States. The work in English history is given by lectures and assigned reading in the library, and is made wholly to subserve a clear understanding of the development of the United States by subjects of the English government. Throughout the course students are encouraged to collect and preserve material that will be of value to them later in teaching in the grade schools.

History and Civics. Two terms in the Advanced Graduate course. This work takes the place of, and is in addition to, that heretofore known as Reviews and Methods in History. It is conducted on the theory that knowledge of the subject is the first requisite to good teaching. Special topics in United States history are studied from the sources and from the writings of accredited scholars. The work in history is made to include that of "civics" and civil government. For instance, town government in New England and county government in the southern colonies; alliances and international relations at points where they arise; the relations between state and federal power during the revolutionary war, under the articles of confederation, under the constitution at the time it was formed, and at the time of the Civil War.

Elementary Civics. One term in the Elementary Course. The work is confined to a simple outline of the United States government, the government of the state of Minnesota, of a county, and of a city. Particular attention is paid to the method of nominating and electing public officers and to the duties of citizens in a republic.

Advanced Civics. One term in the Advanced Latin and Advanced English courses. The work is much the same as that of the Elementary Course but includes a wider range of discussion and some consideration of the theory of government.

Social Science. One term in the Advanced Latin, Advanced English and Advanced Graduate courses. The work is necessarily very elementary in character and is limited to a consideration of the more obvious phases and practical problems of social life. The more important social questions rather than the science of sociology, are studied from a practical point of view and with some reference to their bearing upon the work of the school. Special problems or questions will be assigned for individual study, the results of which will be summarized for the benefit of the class. The text used is Wright's Practical Sociology.

English.

English Composition. Two terms in the Advanced English and Elementary courses and one term in the Advanced Latin Course. In this course almost daily practice is given in the simpler forms of composition. Students are required to depend chiefly upon personal observation and experience for material, though the imagination plays an important part in the latter work. Webster's Elementary Composition is used.

Rhetoric. One term in the Advanced English, Advanced Latin and Elementary courses. This course is a continuation of composition. It includes, however, in addition to the purely original work, oral and written abstracts of magazine articles, extended arguments, short biographies and book reviews. A constant effort is made to lead students to criticise their own work intelligently. The text used is Spaulding's Principles of Rhetoric. In addition to this work, a little time will be given to the study of the most important classic myths.

Grammar. Two terms in the Advanced Graduate, Advanced English, and Elementary courses, and one in the Advanced Latin and Elementary Graduate courses. Longmans' English Grammar is used as a text, but constant reference is made to such authorities as Mason, Whitney, and Lounsbury. A portion of the time is given to the discussion of those problems which arise in teaching language in the grades.

English Literature. Four terms in the Advanced English and Advanced Latin courses and two terms in the Elementary Course.

I. An introductory course:

- (a) Characteristics of Celtic and early English literature and the influence of Christianity. A translation of Beowulf is studied.
- (b) Influence of the Norman Conquest. Chaucer's Prologue to the Canterbury Tales; The Knight's Tale; Book I. Spenser's Faerie Queene.

II. The Rise of the Drama:

- (a) Mystery plays; early historical plays; Marlowe, Ben Jonson.
- (b) Shakespeare; Julius Caesar; King Lear; As You Like It.

III Essays and poems. It is the aim of this course to give students some acquaintance with all the chief essayists and poets from Bacon and Milton to Browning and Stevenson, and to lead to the intensive study of a few characteristic productions.

IV. The Novel. After tracing briefly the origin and development of the English novel, the class will make a study of the following authors: Defoe, Johnson, Goldsmith, Jane Austen, Scott, Thackeray, George Elliot, Dickens.

Literature and Themes. One term in the Advanced Graduate Course. It is the purpose of this course to familiarize students with the great classic myths, both Greek and Teutonic, representative folklore and famous ballads, and to show how all these may be presented to children in the grades. In connection with the foregoing much theme work will be required.

Theme Writing. One term in the Advanced English and Latin courses. The class meets every day for discussion and criticism. A large amount of reading is required, and students are frequently called upon to deliver brief addresses before the class.

Reading. Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. The aim will be to interpret literature and read it aloud intelligently. Although nothing will be attempted in the way of formal "Elocution" some attention will be given to the manner of using the voice. Many short poems will be committed to memory and recited. Representative American classics will be studied. In order to get a broad survey of the literature of our country, a considerable amount of outside reading will be required. It is hoped that this course will give a somewhat comprehensive knowledge of the development of our literature from Colonial times to the present day. Part of the second term will be given to the study of methods of teaching reading.

Course II. One term in the Advanced Graduate and one-half term in the Elementary Graduate course. This course will be devoted in part to the study of methods of teaching reading. The work will be based upon American classics, and also, if time permits, upon some one of the following: *She Stoops to Conquer*, *The Rivals*, *The Merchant of Venice* and *Macbeth*.

Latin.

The study of Latin extends through a period of four years and meets the college entrance requirements:

- I. Latin Grammar.
- II. Caesar.—Books I-IV. of the Gallic Wars.
- III. Cicero.—Six Orations: Catiline's Conspiracy, the Citizenship of Archias and Pompey's Military Command.
- IV. Virgil.—Four Books of the Aeneid.

In all classes the students are required to get the meaning as far as possible from the Latin and then express it in clear idiomatic English. This cannot be done without a knowledge of Latin Grammar. Daily work is given in Latin prose composition throughout the second and third years and a thorough grammatical review in the

fourth year aims to establish the grammatical principles of the language. In addition to translating the orations of Cicero, a study of them as orations and as argumentative literature is made. Effort is also made to appreciate the Aeneid as one of the great pieces of literature. Sight reading will be practiced throughout the course as time permits.

Physical Sciences.

Physics. Three terms in the Advanced English and Advanced Latin and one in the Elementary Course. Two afternoons each week are devoted to laboratory work in which each student performs a selected list of experiments, both qualitative and quantitative, to verify the laws of mechanics, heat, light, sound and electricity. The student is required to keep a permanent note book for recording the results of the experiments and for making sketches of the apparatus used. The recitation periods in the forenoon are devoted to a discussion of the laboratory work in connection with subjects treated in the text, and to practical problems and exercises involving the law studied. A number of different texts are placed upon the laboratory reference table. Special attention is directed to those parts of the subject which will help in the study or teaching of the common branches, such as the simple mechanics in Physiology, the properties of gases in their relation to the atmosphere, and the production and distribution of heat in evaporation, winds, rain and snow.

Chemistry. Two terms in the Advanced English Course. The properties of the principal chemical elements are demonstrated by experiment. The student learns how new substances are formed by different combinations of the elements and how, by reason of their solubility or other properties, substances may be separated into their component parts. As in physics, the time is divided between the laboratory and class work. Notes on the results of experiments and sketches of apparatus are made in a note book which receives careful examination by the instructor.

The recitation is devoted to a discussion of the experimental work, the solution of practical exercises and to a consideration of the fundamental theories of the science. Particular attention is given to those parts of the work which have special significance in the study of the common branches.

Geography.

Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. An effort is made to have the student attain the point of view that will enable him to understand and appreciate



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the most important principles of the science. The complete understanding of geography requires the study of other sciences. Type features of the earth are accordingly studied with reference to their geological development. Local land forms are carefully observed. Frequent out-door excursions are made in order that the student may have direct contact with geographical phenomena. The elementary principles of meteorology are studied to explain the cause and effects of wind, clouds, rain, snow, temperature and atmospheric pressure. By careful observation and experiments the student gets a rational explanation of climatic conditions in different parts of the earth. For this work the department is provided with a standard mercurial barometer, maximum and minimum thermometers, psychrometer and rain gauge.

It is further shown how the character of the earth's surface and the climate make possible particular kinds of animal and plant life which react upon man, producing different environments and hence different races, religions, and degrees of intelligence.

Course II. Two terms in the Advanced and one in the Elementary Graduate course. The earlier part of the course deals with the elements of physical and mathematical geography necessary as a foundation for the study of life geography. Special attention is given to the study of climate. A detailed study of the topography, climate and natural resources of Minnesota and the study of the other states using Minnesota as a basis of comparison completes the work of the first term. The rest of the world is studied during the second term using Minnesota as a basis of comparison as in studying the United States.

In order to develop the ability to read maps accurately and rapidly a great many outline maps (over a hundred throughout the course) are filled in illustrating each lesson. Advantage is taken of the large shipping and manufacturing industries of Duluth and afternoon field trips are made to the ore docks, blast furnace, match factory, grain elevators, flour mills, ship yard, saw mills, furniture factory, weather bureau, fish hatchery, etc.

Physiography. One term in the Advanced English and Latin courses. The fundamentals of this subject having been included in Course I., the work of this term is devoted to a study of political geography. The principles of physiography already studied are used to interpret commercial, industrial and other geographical conditions.

Biological Sciences.

The object of the work in this department is to train the student in habits of close and accurate observation and fit him for teaching nature study in the grades. A combination of the text book, labora-

tory and lecture methods furnishes variety and interest. Field trips are often substituted for the laboratory work in order that the habits of animals and plants may be studied in their natural environment.

The equipment of the department is new and of the latest patterns.

Botany. Course I. Two terms are required in the Advanced English Course and offered as an elective in the Advanced Latin Course.

The fall term is devoted mostly to work in ecology, Coulter's *Plant Relations* being used as a text. The course involves numerous field trips and laboratory work on the material collected.

The various plant societies are studied in their relation to light, temperature, moisture and soil conditions. Some of the plant movements are noted and an attempt made to determine experimentally the cause of such movements.

The winter term is given to a careful study of seeds and seedlings and the elementary problems in plant physiology that illustrate some of the chemical changes in the composition of the seed.

Course II. One term in the Elementary Course. The work in this course is rather elementary in character, and consists of a study of those phases of plant life which are especially important to the teacher of nature study.

Zoology. Two terms, given in the fall and spring, are required in the English and Elementary courses. In the Latin Course the same amount is offered as an elective. As in Botany the ecological side of the subject is chiefly developed. Each student is expected to collect a number of insects for laboratory study—if possible two from each of the orders. By using insect cages in the laboratory the life histories are worked out and careful sketches are made of the several stages.

The second term's work is given in the spring and much of the time is given to studying birds in the field. By giving a term to insect study and another to bird study it is thought that the students will be better fitted to teach nature study than they would be if more subjects were studied.

Physiology. One term in the Advanced English, Advanced Latin and Elementary courses. (Prerequisite, the two-term course in Zoology). The primary purpose is to prepare teachers to do efficient work in the subject in the schools of the state. Secondly, it is expected that the students will gain such knowledge of the human body as will enable them to take better care of their own health and that of the pupils entrusted to their care.

Much of the work is done in the laboratory in studying the various tissues of the body, the foods and their uses, the chemistry of digestion and the anatomy of the digestive organs. Experiments are made illustrating the relations of certain mental and physiological processes, especially those connected with the special senses.

Nature Study.

One term in the Advanced and Elementary Graduate courses. The Nature Study work seeks primarily to arouse a love for nature and to afford some experience in scientific observation. A study is made of the common trees in the vicinity. Branches from different trees are examined and their buds, leaf scars, year's growth and peculiarities are compared. The trees are then examined in the field and notes and sketches made of their winter condition. Later they are compared with reference to leaf and flower. The kinds of trees valuable for lumber are noted and collections of the more common kinds of woods made. The spring flowers and other plants are studied and their beauty, usefulness or noxious qualities are noted. Special attention is given to the relations of the flower to the fruit, the formation and distribution of the seed, and reproduction of plants. The common birds are studied in the light of their relations to man. Suggestions are made for the attraction and protection of birds. Practice is given in collecting, mounting and preserving insects for study and reference. The relation of insects to other animal and plant life is investigated. Plans for recording extended observations on birds, plants and the weather are discussed, and reference made to valuable sources of information. Some simple experiments with home apparatus are made to illustrate combustion, ventilation, constitution of the air, with its pressure, temperature and other phenomena.

Mathematics.

Arithmetic. Course I. Two terms in the English, Latin and Elementary courses. The aims of this course are: (1) To give a good working knowledge of arithmetic; (2) to encourage clear and logical thought, exact and orderly expression; (3) to give the prospective teacher a grasp of the subject as a whole, together with practical suggestions as to modes of presentation in the grades. Among the features of the course are: practice in actual measurement, frequent oral drill in pure number, exercises in analysis, both oral and written, and the study of selected topics in the history of arithmetic.

Course II. One term in both the Graduate courses. In this course, which is too brief to include much drill and hence can be taken with profit only by well prepared students, arithmetic is studied from the teacher's standpoint. The relations of the various topics to one another and the order in which these topics should be presented, are subjects of special study. Suggestions are made as to the correlation of arithmetic with other branches; an outline of grade work in arithmetic is given; selected texts are examined and criticised. As time allows, an attempt is made to have the student gain some familiarity

with the history of the subject and with the literature which bears upon the present teaching of arithmetic.

Algebra. Three terms are required in the English, Latin and Elementary courses. The principles of the subject are thoroughly studied and frequently applied. Special pains are taken to discourage mechanical work and to lead the pupil into habits of clear and connected thinking.

Geometry. Course I. Two terms of Plane Geometry and one term of Solid Geometry are required in the Advanced English Course.

Course II. In the Latin and Elementary courses two terms of Plane Geometry are required.

Throughout the work in geometry accuracy and independence of thought are emphasized. Students are required to give proofs other than those suggested in the text and to criticize and question the demonstrations offered in class. A number of original exercises are solved. From time to time, topics in the history of geometry are assigned.

Drawing.

The work is planned with reference to the ability and needs of the students in the several courses. The aim of each course is to give students as much instruction in technique as the time allows, with historical background and an appreciative knowledge of beauty in form and color.

Brief talks are given on the lives and works of masters, and their principal works studied and analyzed from a technical point of view.

Students make collections of reproductions of famous works of art with descriptive notes. A daily sketch is required for general class criticism and occasional papers on related subjects from the pedagogical point of view.

Course I. Two terms in the English and Latin courses and one in the Elementary. During the first term the emphasis is put upon head work rather than hand-work. The principles of perspective, of industrial drawing, of design and of light and shade are studied.

The work of both terms includes pose-drawing; analysis and decorative use of natural forms; conventionalization of plant forms; practical application in initial letters; making of stencils, etc. A certain number of problems in industrial drawing are given, and definitions and conventions used in working drawings taught.

Course II. One term in the Graduate courses. The aim of this course is to prepare students to teach drawing in the grades according to modern methods.



MANUAL TRAINING



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DINING ROOM.

The work of the term is so divided that a thorough review is given in perspective, model drawing, light and shade, cast and still life drawing, both in charcoal and pencil, sketching, and elementary work in water color.

The principles of design under the headings of Balance, Rhythm, and Harmony are taught, and applied designs executed.

Manual Training.

In this department neither the Swedish nor Russian systems, as such, are followed but both are studied and discussed. In the practice work a combination of the two is employed, the useful models being largely used as the more interesting and stimulating to the students, the exercise models involving principle only when a better understanding of a problem can be secured more quickly as a lack of time prevents any repetition of mere technique. While suggestions and certain refining and limiting conditions are given the student, the aim is to have all the models made in the work shop individual and, as far as possible, original. The greatest amount of technical skill the time allowed permits is developed. In outline the course includes:

- I. The care and use of the common wood working tools.
- II. Principles of constructive and decorative design.
 1. The form suited to its function, and the decoration in harmony with its form.
 2. Structural and artistic qualities to be considered are (a) strength, (b) durability, (c) proportion, (d) simplicity, (e) adaptation to purpose, (f) finish.
- III. Papers and class discussion:
 1. The necessity for a manual training plan.
 - (a). The adaptation of a plan to children of different ages.
 - (b). Basis for criticism of the child's product.
 - (c). How to arrange work so that increasing motor power shall result.
 - (d). The inter-relationship between hand work and the other school occupations.
 2. Preparation of programs of work for the different grades of the elementary school.
 3. The various methods of constructing and reading working drawings.
 4. A final paper on some selected phase of the subject.
- IV. Required reading.
 1. Current articles published in the magazines on the subject.
 2. The history of the movement.
 3. The arts and crafts movement.

Course I. Two terms in the Advanced English and Latin courses, as outlined.

Course II. One term in the Advanced Graduate Course. This course also includes a review of mechanical drawing and the making of a required number of working drawings.

Music.

Course I. Two terms in the Advanced English and one term in the Advanced Latin course. The work of the first term consists of daily lessons in sight singing and ear training. All problems of rhythm are studied, also key formation, chromatic scales and transposition. During the second term the class studies three and four part singing, minor scales, the limitations and care of the child voice, the selection and use of rote songs, and short biographies of the most noted composers. Methods of presenting problems in melody and rhythm to children are given to the pupils.

Course II. One term in the Advanced Graduate and Elementary Graduate courses. An outline for the study of vocal music in each grade forms the foundation for the study of music methods. Pupils are taught how to present rote songs, interval drill, each problem in rhythm and melody, key formation, major, chromatic and minor scales, to the children. These subjects having been presented to them, they are required to take charge of the class and illustrate the method of procedure with each. Especial attention is given to the selection of songs suitable for primary grades and to the care of children's voices.

Chorus Work. Twenty minutes is given daily to the practice of part songs and choruses for the purpose of obtaining skill in reading and rendition and to develop a better musical taste. The best material suitable for the chorus is rendered.

Glee Club. An opportunity is given to those pupils who have special ability, to study more advanced music in the Glee Club, which meets once a week.

Domestic Science.

This department, established in the fall of 1903, was made possible by the various women's clubs of Duluth. Through their generous efforts the school has been provided with a thoroughly equipped kitchen laboratory, dining room and sewing room.

The work in domestic science extends throughout the junior and senior years. Two courses in this work are offered to the students:

one in the Selection and Preparation of Foods, covering one two-hour period a week, and one in Home Sanitation and Hygiene, covering a period of one hour a week.

In the course in the Selection and Preparation of Foods, foods are studied with respect to their composition, nutritive value, relation to the needs of the body and comparative cost. The work includes a study of the dietaries, and a balanced ration for a given time is made by the members of the class.

The first half of each lesson is devoted to the classification and study of the food to be cooked, its digestibility, nutritive value, combination with other foods, the process employed in cooking and the proper method of serving. In the second half of each period the food is cooked and served.

In the Home Sanitation classes, lectures and some laboratory work are given on such practical subjects pertaining to the home as drainage, plumbing, heating, ventilation, water supply, the chemistry of cleaning and laundry work. House plans are made by the students and brought to class for discussion.

The work in Hygiene includes both personal and public hygiene, causes and prevention of disease, home nursing and invalid cookery.

Sewing.

Two terms, one period daily, are given to the work in sewing. Most of the time is devoted to hand sewing, although in the second term machine work is undertaken. The important principles of plain sewing are taught by means of models which, together with the instructions and notes, are put into books made for the purpose. Upon the completion of the course each girl will have made twenty of these models, also one under-garment or dainty apron sewed entirely by hand, and another garment combining both machine and hand sewing.

Kindergarten Training Course.

A high school diploma or its equivalent is required for admission to this course, which covers a period of two years. A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials in this work. Students who take this course are given the same general professional training as those who are preparing to teach in the primary or grammar grades. Special instruction in the theory and methods of Kindergarten and Primary work and observation and teaching in both departments in the Model

School, will be added to this strictly professional training. The standard of scholarship is the same as that required of the students in the other departments of the school. Following is the course of study:

Kindergarten Course.

Junior Year.

Psychology and Pedagogy.
Observation in the Kindergarten.
A study of Kindergarten Technics.
Nature Study.
Domestic Science.
Drawing.
Manual Training.
Educational Reading.
Songs and Games.
Physical Exercises based upon Interpretation of Rhythm.

Senior Year.

History of Education.
Sociology.
Domestic Science.

A Study of Froebel's Educational Theories as shown by his "Mother Play Book," "Education of Man" and commentaries on the same by Susan E. Blow, Elizabeth Harrison, James L. Hughes and others.

Literature for small children, including a study of old folk lore suitable for use in Kindergarten and Primary grades, and practice in story telling.

Primary Methods.
Observation and teaching in Kindergarten and Primary grades.
Educational Readings.
The Theory and Practice of Program Making.



LESTER PARK SCENES.

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AERIAL BRIDGE AND SHIP CANAL.



A SCENE IN GARFIELD PARK.

General Information.

Normal School Diplomas and State Certificates.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz.

1. A diploma of any one of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it was issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of the Elementary Course a State certificate for five years, and the diploma of the Advanced Course a life certificate.

Conditions of Endorsement.

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective Normal Schools. The applicant should see that complete reports of service have been made in accordance with the student's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the Normal School Presidents that they will endorse no diploma until each case has been approved by all of the Presidents acting as a Board of Review.

Admission to the State University and Colleges.

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

Expenses.

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year, as are also those who take the Kindergarten Course.

Charges for tuition in the Training Department are five dollars a term.

All charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall is a new, beautifully designed and exceedingly well-constructed home for students. It was supplied by the State and is controlled and operated by the School for the benefit of students who may be under the necessity of arranging for board and rooming places. It is situated on the campus adjoining the main building. It is a two story building with a well lighted basement and is of fire proof construction throughout. It is heated by low pressure steam, has a very complete system of ventilation, is supplied with both gas and electric light, has toilet and bath rooms on all floors, with a large and well-furnished laundry in the basement, to which all students have free access. The kitchen, pantries and dining room are exceedingly well equipped and sufficient for the accommodation of fifty to seventy-five persons. It is expected that the attic floor will be finished and furnished for the use of students at the beginning of the school year in the coming September. These will be unusually cosy and well lighted rooms and will add considerably to the rooming capacity of the Hall, which has been well filled since its opening in September of 1906. Each living room has two closets, two beds and all necessary bedding, an attractive solid oak dresser, a heavy solid oak study table, rocking chairs and study chairs, wash stand and rugs. All rooms have gas light with Welsbach burners for use in studying. Students are required to take care of their own rooms and each one will need to take her turn in waiting on the table. It is expected that the cost of both board and room another year will not exceed \$15 a month. It may be somewhat less. Applications for rooms should be made as early as possible. All such applications will be listed in the order in which they are made.

Students' Loan Fund.

The interest and generosity of a friend of the school has resulted in the establishment of a loan Fund of \$5000 for the assistance of worthy students who may find it necessary to borrow money in order to continue the work of the school. It is the desire of the committee in charge of the Fund, as well as of the donor, that the entire amount be, as nearly as possible, all the while in use. Information concerning the conditions under which loans may be made can be had upon inquiry of the President of the School.

Sessions.

The daily session begins at 8:35 in the morning and ends at 12:35 in the afternoon. It is divided into four recitation periods and includes a period of twenty minutes for chorus work, and one of twenty minutes for opening exercises.

Religious Influences.

The school is free from denominational or sectarian bias. At the same time it is expected that each student will be a regular attendant on the services of the church of his choice. The churches of the city extend a cordial welcome to all students.

To Entering Students

Students expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the President, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Hunter's Park and East Fourth street car line. Students who are not acquainted with the city should call at the President's office on arrival.

Additional information will be supplied on application to President's office, State Normal School, Duluth, Minn.

Names of Students Enrolled in the Normal Department.

1906-1907.

Graduate Courses.

SENIOR GRADUATE CLASS.

Aune, Clara	Duluth	Minn.
Braeutigan, Margaret	Duluth	Minn.
Brown, Gertrude R.	Duluth	Minn.
Flynn, Nellie C.	Duluth	Minn.
Hinsmann, Theresa B.	Duluth	Minn.
Holtorf, Ella M.	Mantorville	Minn.
Ives Genevieve	Duluth	Minn.
Kelley, Kathleen D.	Duluth	Minn.
Krey, Elsie	Duluth	Minn.
Leland, Ray L.	Duluth	Minn.
McLean, Isabel L.	Duluth	Minn.
Mitchell, Marguerite F.	Hunter's Park	Minn.
Norval, Jane	Duluth	Minn.
O'Brien, Lydia H.	Crookston	Minn.
Olssen, Lillie V.	Duluth	Minn.
Owens, Hazel M.	Hunter's Park	Minn.
Pepple, Laura G.	Worthington	Minn.
Phelps, Louana	Duluth	Minn.
Robert, Etta	Duluth	Minn.
Sand, Alice E.	Ashland	Wis.
Shaver, Helen M.	Lakeview	Minn.
Ulsrud, Leonora J.	Duluth	Minn.
Wolfe, C. A. Margaret	Cloquet	Minn.
Yager, Margaret	Duluth	Minn.

JUNIOR GRADUATE CLASS.

Anderson, Nellie	Duluth	Minn.
Brett, Kathryn	Mahtowa	Minn.
Brotherton, Eunice M.	Duluth	Minn.
Burrell, Vivian Gertrude	Duluth	Minn.

Esse, Nora	Duluth	Minn.
Harris, Ruby May	Duluth	Minn.
Hendy, Bertha	Virginia	Minn.
Johnson, Eleanor	Duluth	Minn.
Kinkele, Agnes	Walker	Minn.
Lindgren, Mary E.	Ely	Minn.
Loranger, Neil	Duluth	Minn.
Mallory, Blanche M.	Duluth	Minn.
Marah, Opha W. K.	Elmer	Minn.
Martin, Ina	Tower	Minn.
Nelson, Florence	Duluth	Minn.
Ross, Georgina H.	Duluth	Minn.
Shimmin, Caroline E.	McKinley	Minn.
Smythe, Myrtle	Duluth	Minn.
Stevens, Sadie	Duluth	Minn.
Swartwout, Ethel A.	Detroit	Minn.
Wakelin, Mary	Duluth	Minn.
Western, Emma J.	Ely	Minn.
Wetzler, Irene M.	Milwaukee	Wis.
Widell, Elizabeth	Minneapolis	Minn.

ELEMENTARY GRADUATE CLASS.

Anderson, Anna L.	Hibbing	Minn.
Blackmarr, Mary	Lakeview	Minn.
Brown, May	Ely	Minn.
Carpenter, Flora	McIntosh	Minn.
Dosey, Anna C.	Pine City	Minn.
Forbes, Amy Mae.	Worthington	Minn.
Gandsey, Elsie	Hibbing	Minn.
Johnson, Tena E.	Austin	Minn.
Knapp, Gertrude A.	Chisholm	Minn.
Korthe, Lillie	Willmar	Minn.
Pennington, Sadie	Pine City	Minn.
Quayle, Mae	Aurora	Minn.
Shane, Millie R.	Chisholm	Minn.
Stochl, Mamie	Pine City	Minn.
Sullivan, Claire	Two Harbors	Minn.
Talboys, Ella M.	Duluth	Minn.
Thomas, Sophia	McKinley	Minn.
Tyndall, Martha	Fosston	Minn.

Kindergarten Course.

SENIOR CLASS.

Gowan, Lillian	Duluth	Minn.
McDonald, Elizabeth	Lancaster	Wis.
Monroe, Mary Leone	Duluth	Minn.
Shannon, Harriet	Duluth	Minn.

JUNIOR CLASS.

Carroll, Mary	Chippewa Falls	Wis.
Cox, Claudia Alice	Duluth	Minn.
Lambert, Catherine Alice	Duluth	Minn.
Magner, Frances	Lakeview	Minn.
Ray, Emily	Fosston	Minn.
Segelbaun, Rose B.	Minneapolis	Minn.

Academic-Professional Courses.

SENIOR CLASS.

Chisholm, Flora A.	Lakeview	Minn.
Dolan, Tessie	Cloquet	Minn.
Keehan, Irene	Duluth	Minn.
Mendelson, Fanny	Duluth	Minn.
Taylor, Ell Rose	Duluth	Minn.
Turnbull, Bessie L.	Hunter's Park	Minn.

JUNIOR CLASS.

Burgher, Cora E.	Duluth	Minn.
Burton, Sadie	Duluth	Minn.
Hathaway, Eva M.	Hunter's Park	Minn.
Johnson, Alice E.	Duluth	Minn.
Kristensen, Edith	Duluth	Minn.
Lavallee, Melinda K.	Duluth	Minn.
Lilja, Julia E.	Duluth	Minn.
McKay, Hazel D.	Duluth	Minn.
Nichols, Nina L.	Buhl	Minn.
Porter, Catherine M.	Duluth	Minn.
Wiltse, Opal	Hunter's Park	Minn.

THIRD YEAR:

Aikin, Grace	Duluth	Minn.
Anderson, Irene S.	Buhl	Minn.
Clarke, Florence K.	Duluth	Minn.
Davis, Charlotte	Duluth	Minn.

Dodge, Helen M.	Lakeview	Minn.
Grogan, A. Maud	Duluth	Minn.
Hormann, Adelaide D.	Duluth	Minn.
Huhn, Emilie J.	Duluth	Minn.
Jansig, Eda	Duluth	Minn.
Jensen, Gina	Duluth	Minn.
Krey, Olga E.	Duluth	Minn.
McKay, Florence B.	Duluth	Minn.
McIntyre, Catherine	Duluth	Minn.
Magner, Merlyn	Duluth	Minn.
Martinson, Inga	Duluth	Minn.
Merritt, Emily H.	Duluth	Minn.
Sauby, Elma B.	Wrenshall	Minn.
Turnquist, Inez M.	Duluth	Minn.
Wiltse, Mildred	Hunter's Park	Minn.

SECOND YEAR.

Anderson, Emma	Duluth	Minn.
Bennison, Edna	Duluth	Minn.
Berg, Elizabeth H.	Duluth	Minn.
Bomler, Elizabeth T.	Barnum	Minn.
Burgher, Alice C.	Duluth	Minn.
Cameron, Nina I.	Duluth	Minn.
Coutu, Alice R.	Duluth	Minn.
Craswell, Hazel R.	Duluth	Minn.
Dunning, Annabelle	Duluth	Minn.
Fix, Mabel M.	Duluth	Minn.
Grogan, Margaret M.	Duluth	Minn.
Hackett, Ferne I.	Bloomer	Wis.
Hanson, Clara H.	Duluth	Minn.
Himebaugh, Hazel	Duluth	Minn.
Jensen, Ella E.	Duluth	Minn.
Lyngstad, Anna	Independence	Minn.
Maggard, Grace R.	Duluth	Minn.
Mueller, Mabel A.	Duluth	Minn.
Nelson, Hattie A.	Duluth	Minn.
Nilsen, Gina P.	Moose Lake	Minn.
Olson, Hilda	Duluth	Minn.
Oreckovsky, Selma	Duluth	Minn.
Pillsbury, Curtis D.	Duluth	Minn.
Polasky, Stephanie M.	Duluth	Minn.
Porter, Albert	Duluth	Minn.
Raleigh, Margaret H.	Duluth	Minn.
Raleigh, Ruth E.	Duluth	Minn.
Rust, Matilda B.	Duluth	Minn.
Signer, Rose E.	Duluth	Minn.
Skramstad, Matilda	Eveleth	Minn.
Swanson, Florence M.	Duluth	Minn.
Vincent, Anna	Duluth	Minn.

FIRST YEAR.

Carroll, Edna	Duluth	Minn.
Cohen, Sarah	Duluth	Minn.
Correll, Winifred G.	Big Falls	Minn.
Daeda, Elsie A.	Duluth	Minn.
Dodge, Isadore H.	Lakeview	Minn.
Erickson, Caroline	Duluth	Minn.
Gaines, Mae E.	Duluth	Minn.
Gibson, Flora	Hunter's Park	Minn.
Hawkins, Josephine H.	Duluth	Minn.
Hollister, Theodora	Duluth	Minn.
Jeffrey, Mildred	Duluth	Minn.
Keith, Edna	Tower	Minn.
Kris, Lena	Duluth	Minn.
Lundquist, Alma	Duluth	Minn.
Lynott, Agnes	Duluth	Minn.
McBeth, Katie	Duluth	Minn.
McLaughlin, Anne	Duluth	Minn.
McLaughlin, Florence M.	Grand View	Wis.
McLellan, Margaret K.	Hunter's Park	Minn.
Mitchell, Laudra D.	Hunter's Park	Minn.
Nelson, Eva M.	Duluth	Minn.
Olsen, Gladys G.	Duluth	Minn.
Peterson, Emma C.	Wrenshall	Minn.
Somers, Molly	Duluth	Minn.
Strandmark, Mabel E.	Duluth	Minn.
Stubbs, Cecil J.	Duluth	Minn.
Sullivan, Helen M.	Duluth	Minn.
Swenson, Florence	Duluth	Minn.
Wright, Erie A.	Duluth	Minn.
Young, Margaret L.	Chicago	Ills.
Zimmerman, Emma H.	Duluth	Minn.

 Elementary Course.

THIRD YEAR.

Beatle, Minnie M.	Carlton	Minn.
Brett, Sarah E.	Scanlon	Minn.
Hare, Wenona E.	Carlton	Minn.
Helmark, Bessie M.	Frazee	Minn.
Peterson, Anna C.	Wrenshall	Minn.
Powell, Amelia	Staples	Minn.
Remfry, Eliza.	Carlton	Minn.

SECOND YEAR.

Aldrin, Alvilda	Warroad	Minn.
Harris, Rose Ella	Harris	Minn.
McCurdy, Catherine B.	Proctor Knott	Minn.
Nilsen, Anna P.	Moose Lake	Minn.
Soderburg, Sophie	West Sweden	Wis.
Sullivan, Rosella	Duluth	Minn.

FIRST YEAR.

Carlson, Annie E.	Moose Lake	Minn.
Carlson, Ella A.	Moose Lake	Minn.
Pearson, Bertha	Rush City	Minn.
Pearson, Jennie	Rush City	Minn.
South, Blanche	Melfort, Sask.	Canada

Special.

Bright, Sarah Brooke	Duluth	Minn.
Comer, Nell S.	Atkinson	Minn.
Ellefson, Amanda	Duluth	Minn.
Johnson, Ebba H.	Duluth	Minn.
Merritt, Alta	Duluth	Minn.
Moline, Selma	Mountain Iron	Minn.
Murray, Daniel	Duluth	Minn.
Neal, Marion P.	Duluth	Minn.
Nelson, Ida	Balaton	Minn.
Schmitz, Christina	Belgrade	Minn.
Schulz, Marie	Bavaria	Germany
Trolin, Hilma	Aitkin	Minn.

Training Department.

EIGHTH YEAR.

Barrows, Margaret	Moore, Wendell
Carpenter, Mary	Munger, Carolyn
Clarke, Marie	Person, Esther
Final, Chelsie	Panton, Margaret
Hawkes, Theron	Reynolds, Gladys
MacLeod, Elizabeth	Smith, Helen
Marshall, Caroline	Young, Margaret
Marshall, Wayne	

SEVENTH YEAR.

Brosvik, David
 Bush, Margaret
 Carpenter, Chauncey
 Dight, Edith
 Dowse, Dorothy
 Fitger, Marion
 Harrison, Harriet
 Hay, Mina
 Knapp, Norman

Lang, Alice
 McKindley, Margaret
 McAdams, Louis
 McAlpine, Dale
 Magle, Gilbert
 Parker, Grace
 Rice, Margaret
 Silvey, Melville
 Upham, Helen

SIXTH YEAR.

Bellamy, Elsie
 Burrell, Zella
 Campbell, Bruce
 Christopher, Hilma
 Fitzsimmons, Edith
 Hammel, Rachel
 Hartley, Judith

McConaughy, Dwight
 Miles, Harold
 Panton, John
 Van Vliet, Fred
 Winton, Knox
 Wood, Gertrude

FIFTH YEAR.

Bishop, William
 Brown, Muriel
 Campbell, Frederick
 Craig, Margaret
 Farrell, Myrtle
 Finkenstaedt, Kimball
 Frick, Duncan
 Hall, Louise
 Hawkes, Rollin
 Keyes, Irene

Kirby, Frank
 Lounsberry, Esther
 Marshall, Julia
 Stepnes, Edgar
 Turle, Penelope
 Taylor, Ruth
 Weston, Edith
 Willard, Marjorie
 Wood, Elizabeth
 Wood, Ethel

FOURTH YEAR.

Alexander, Agnes G.
 Appleby, Hazel
 Dunning, Charlotte
 Elliott, Robert
 Final, Gertrude
 Frick, Louise
 Lutes, Marion

Lynam, John
 Panton, Dorothea
 Richardson, William
 Romieux, Charles J.
 Whitely, Wayne
 Winton, Frances

THIRD YEAR.

Alexander, Susan
 Barnes, Gertrude
 Buell, George
 Crosby, Margaret
 Dight, Marion
 Holahan, Richard
 Lutes, Katherine
 MacGregor, Carol
 Moore, Dorothy

Sanford, Dwight
 Stark, Charlesa
 Stephenson, Elizabeth
 Simonson, John
 Upham, Nell
 Webster, Harold
 Welbanks, Jeanette
 Winton, Mary K.

SECOND YEAR.

Dunning, Marion
 Eyster, Theresa
 Finkenstaedt, Robert
 Matter, Katherine

MacGregor, Catherine
 Merrill, Betty
 Skinner, Edwin
 Spengler, Beatrice

FIRST YEAR.

Abbott, Katherine
 Appleby, Howard
 Atwood, Jay
 Baldwin, Mary
 Holahan, Jack
 Killorin, John
 Knowlton, Ralph
 Lynam, Elizabeth
 Nystrom, Paul
 Owens, Harvey
 Quayle, Bradley
 Reichert, Stephen

Romieux, Herve
 Sellwood, Frances
 Stearns, Benton
 Stephenson, William
 Smith, Marcus
 Turle, Lovell
 Taylor, Gertrude
 Wallace, Edna
 Wallace, Edward
 Warner, Virginia
 Webster, Gordon
 Wood, Tom

KINDERGARTEN.

Adams, Chester
 Atwood, Eva
 Baldwin, Clara Elizabeth
 Britta, Ruby
 Black, David
 Black, Allen
 Bowden, Richard
 Broughton, William Gandsey
 Buell, Bradley
 Crosby, Thomas
 Crosby, William
 Douglas, Faith
 Dowse, Robert
 Dunlap, Burton
 Ferris, Ruth
 Hickman, Genevieve
 Lyder, Caroline
 Mattocks, Brewer

Murray, Marion
 Moye, Edward
 McGregor, Donald
 Prince, William
 Prince, Gerald
 Prince, George
 Powell, Hickman
 Quayle, William
 Sellwood, Gerald
 Sellwood, Richard
 Spengler, Maxine
 Sterns, Ruby
 Stephenson, John
 Strong, Harry
 Towne, Mary
 Upham, William
 Whitely, McClelland

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Whole Number	367
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AUGUST, 1907

NO. 2

BULLETIN
OF THE
STATE NORMAL SCHOOL
DULUTH, MINNESOTA

COMMENCEMENT NUMBER

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nesota, under the act of Congress of July 16, 1894.

The Light That Transfigures.

Rev. Alexander Milne.

Sunday Afternoon, June 9, 1907.

2 Timothy 2:15. "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed, handling aright the word of truth."

"There are but few men who do their work really well." Such, in substance, was the remark made in conversation a few days ago by a gentleman whose name is a synonym of honor in his personal relations and of efficiency and reliability in the performance of his professional duties. It was called out by an allusion to the necessity of watching a body of workmen to make sure that they performed the task required of them. The application of the remark was not limited to those who are known as workmen, but was intended to describe men in all ranks and walks of life. The speaker was not a pessimist, although most would describe his attitude as pessimistic. A certain amount of pessimism in regard to the motives and reliability of men is an inevitable result of observation and experience and is essential to a successful dealing with men. The average workman is the better for being watched. He will do more and better work under the eye of the foreman than when left to his own superintendence. There are but few in any rank or situation who approach what may be called the realization of the ideal of their place or work. Out of a large body of university students but a small number have ever really learned the habits or caught the spirit of the genuine scholar. A great number are content just to get through. Out of the grand army of any profession only the minority really attain to anything like mastery of its principles. The large majority never arise above the line of mediocrity.

Part of this springs doubtless from sheer lack of ability. There are people but poorly endowed with brawn and brain. They are handicapped by physical weakness or by intellectual limitations. When they do their level best, they still fall short. High attainment in any line is impossible to them. This, however, I believe to be true of but a small proportion. The great cause of failure is

something akin to what is ordinarily called laziness. He was a shrewd man who said, "There will always be room at the top as long as there is so much dross at the bottom." Men do not strive. They do not work hard enough. They are too fond of ease. They will not sacrifice their comfort or happiness. They have no vision of the possibilities of their work, or if they have such, they are disobedient unto it. They cherish no ideal of their place and task in life. They do not give diligence to present themselves approved unto God, workmen that need not be ashamed.

The older I grow the more I am persuaded that the important differences between people are not so much in original endowment as in the use and direction of their gifts. Vision and effort, sight of the ideal and strenuous labor for its attainment are the characteristics of the men who win in any station or occupation. The wider my experience becomes, the more I realize that the essential principles of work and success are the same everywhere. The application that will make a man a good farmer, will, if applied in a different sphere, make him a strong lawyer, a skilful physician or an eminent minister. I do not mean that every successful farmer might have attained success in any other line. Original endowment, natural bent, must be recognized. What I mean is that the principles or methods of successful work are everywhere essentially the same. One principle is the use of brains. What the head does not do the heels have to do. All work involves the use of the brain. This is true even of the commonest and least skilled of employments. It needs brains to learn how to handle a pickaxe and shovel. Brains are needed in digging a trench as it ought to be dug. It was my good fortune as a boy to work for and with a man who was the best workman I ever saw. I am confident that he was the master workman in his craft in the whole country, and very likely in all the world. It was a work that by many would scarcely be reckoned skilled labor. It was the making of paving stones for the street out of granite. This man's work was skilled. To watch him and to work with him was a first class education in the use of brains and muscles. He planned his work so that the minimum expenditure of strength would produce the maximum of result. He never struck two blows where one would do. He always arranged that a stone should have to be turned the smallest possible number of times, and he always

worked hard. His planning was not to get rid of work, but to make his work tell. He worked like a man bound by a strenuous conscience to the realization of the loftiest ideal in his particular task. It was an education to work with him. When the circumstances of my life changed so that I found myself in an academic atmosphere, in a great university, dealing with books, learning to read the Hebrew Bible, pouring over the Greek Testament, struggling with philosophical problems, striving to grasp doctrines and systems of theology I found it profitable to apply the principles and methods of work I had learned in a granite quarry and in a paving cutter's banker. To use the brain, to plan so as to economize strength and time, to work hard, to deal honestly—these are the principles of all labor worthy of praise.

Because all work is essentially the same in its principles and methods the counsel and charge of Paul to Timothy comes home to every one of us. "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing or handling aright the word of truth." These are the words of an old minister to his younger friend and fellow laborer. That he should use his finest strength in the wisest and strongest way to the glory of God and the helping of his fellow-men was the ideal held up to him. It was a noble charge, growing out of a lofty ideal. In all his work as a minister, preacher, pastor, teacher, friend, example, Timothy was to cherish this ideal and remember this charge that he might be a workman that needeth not to be ashamed.

I am persuaded not only that all work essentially is the same in its principles and methods, but also that all good work is equal in honor and dignity, provided always that it be honest and honorable work. Burglary and piracy and all other occupations that prey upon men are of necessity excepted. Work is honorable, work is sacred, and the work of a minister of the word of God may be no more sacred than the work of a quarryman or a bricklayer, or a merchant, or a teacher. It is perhaps inevitable that distinctions should be made. We confer more abundant honor upon that labor which deals with the mind and with the soul than upon that which ministers to the body. But where were the mind without the body? And where were our souls without the homes we live in, the food we eat and the clothes we wear? To build a home, to fashion a garment, to cook a meal—these are all essen-

tial to the cultivation of the mind and to the training of the soul. The carpenter and the mason, the tailor and the cook do a work essential to the soul. It is necessary; as necessary, it is honorable; if honorable, it may be sacred, and each one of these and other occupations may take to heart words like those of Paul. "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed."

If it be true that all work is the same in its essential principles, that it is all equally honorable and may be equally sacred, it is probably true that the chief reason for failure to do good work is the same everywhere. If the remark with which we began be true, that "there are but few men who do their work really well," there must be some general, all-pervading cause for the failure. What is the cause?

There are in general two ways of regarding any occupation or employment. It may be looked upon merely as a means of gaining a livelihood, or it may be viewed from an ideal standpoint as an opportunity for service. According to the one, work is necessary to the making of a living; according to the other, work is the thing essential in making a life. From one point of view, it is an evil to be escaped as much as possible; from the other, it is a good and a means of good. To one, work is a curse; to the other, a living fountain of blessing. No occupation or work but is susceptible of being regarded in these two ways. The very noblest employment, the most sacred task, may be treated simply as a means of making a living. A priest of God's temple may be as low in his thought of his work and as slack and as careless in its performance as the most shiftless and unreliable of laborers. Coleridge quoted a remark by Archbishop Leighton, "Under the law those who were squint eyed were incapable of the priesthood; truly this squinting toward our own interests, the looking aside to that in God's affairs especially so deforms the face of the soul that it makes it altogether unworthy the hand of this spiritual priesthood." If such may be said about squinting at personal and base profit, what shall be said of the full open eyed set of the countenance upon worldly advantage? What is this but the abomination of desolation standing where it ought not in the holy place? As the highest of employments, according to our human standards may be degraded into a means of livelihood, so what we ordinarily esteem the

lowest of occupations may be exalted and dignified by accepting it as a divinely appointed opportunity and sphere for science. The laborer who wrought in digging the foundation or the mason by whose skill the walls of God's house were builded may feel that his work is as noble as that of the priest who ministers at the altar.

There is an ideal standpoint from which every honorable employment may be viewed. As such it may be regarded as a task divinely provided, an opportunity in using which the very noblest service may be rendered. The earth is largely as the light by which we see it and our life is gloomy or resplendent according to that which is the master light of all our seeing. There is a light that transfigures our earthly life. It is the light of the ideal in which we enter into the spirit of our work and comprehend something of its relation to the past, and catch the vision of the issues which shall spring from it in the future. The thought of duty introduces us to a portion of this nobler meaning. To regard life as a duty, every part of it under the law of duty, is to transform the common into the sacred. Duty also goes far to change the ugly into the beautiful, not the beautiful of the dilettante's dream, but the beautiful of the poet's and prophet's vision. Remember Wordsworth's lines in praise of duty, that stern duty of the voice of God:

"Stern Lawgiver! Yet thou dost wear
The Godhead's most benignant grace,
Nor know we anything so fair
As is the smile upon thy face."

Wrought for duty's sake, the humblest employment
has an aureole of glory—

"A servant with this clause
Makes drudgery divine,
Who sweeps a room as for thy laws
Makes that and the action fine."

When duty is viewed not simply as the mandate of an impersonal law but as the revealed will of the holy and eternal God, Father and Keeper and Judge of men, it wears indeed "a most benignant grace." To feel that God has given me my task, that he has laid upon me my work, that he has given the end and will point out the way, is to catch sight of life's profoundest secret; it is to walk in the light that transfigures, not the light of nature, but the light of the true supernatural, the light that never was on sea or land.

The Christian church of the earliest age was made up

for the most part of very humble folk. Some of them were slaves. Not many rich, not many wise, not many mighty were called, but the poor and base and despised were in the holy brotherhood of those who had heard and heeded God's voice in Christ. To such Paul wrote that they should serve their earthly masters in "singleness of heart as unto Christ," not in the way of eye service as men please, but as servants of Christ doing the will of God from the heart; with good will doing service as unto the Lord, and not unto men, knowing that whatsoever good thing each one doeth, the same shall he receive again from the Lord, whether he be bond or free. Eph. 6:5-8. Thus did their religion transform and glorify their daily lives. The drudgery of their daily toil became a service of worship unto God and a benediction unto men. The common tasks were made radiant with a heavenly light.

There is not an honorable task in life which may not be transfigured in the illumination of faith and in the colors of memory and imagination. The Rev. Dr. George Adam Smith has a suggestive sermon in the song of the well. His text is the little fragment of Hebrew poetry—

"Spring up, O Well!
Sing ye back to it.
The well which the princes digged,
Which nobles of the people delved
With the sceptre and with their staves."

He began by showing that there is in the East no drudgery worse than that of drawing water. Hewers of wood and drawers of water is the Bible's name for slaves of the lowest class. The woman whom Jesus met by the well at Sychar was a drudge whose first prayer was, "Sir, give me this water, that I thirst not, neither come all the way hither to draw." This little song out of the ancient Scripture shows how some glorified the drudgery by enlisting memory and imagination. The well had been dug by great men, princes and nobles. That which now meant drudgery was in its origin invention, zeal, self-sacrifice, loyal brotherhood. In the long weary tramp to and from the well, in the long heavy pull of the laden bucket from the deep pool, they remembered that princes and nobles had dug the pit and built the walls, opening a fountain of refreshment for countless generations.

It is a richly suggestive lesson the noted interpreter brings forth. Let me quote the gist of it. "There is not

a bit of routine, however cheap our unthinking minds may count it, but it was started by genius. The fundamental facilities of life, the things we use as carelessly as we tread the pavement, the fire we light, the alphabet we use, our daily bread, the coins we handle, the wheels that carry us along, the glass through which we see heaven, each of them represents some early venture of man's spirit even greater in its influence upon the race than those inventions and discoveries which we count the crowning glories of our crowning century. The very language that we use—Chaucer's, Shakespeare's, Milton's, were the mouths that forged it. We can hardly utter a great word or a variation of its meaning, without moulding our lips to the accent and emphasis of some original spirit. There is not a crank the miller turns, not an engine or brake upon our railways, not a boat that sails our seas, but required character and, in many cases, genius for its invention and employment in the service of humanity. The manual toil, in commerce, in education, in healing, and in public service, not a bit of routine rolls on its way but the saints and heroes were at the start of it. Princes dug this well, yea, "the nobles of the people delved it with the sceptre and with their staves."

The particular service to which the graduates of this school expect to devote some portion of their lives is one to which this suggestive thought is especially applicable. The work of a teacher deals with man's nobler part. The teacher addresses the mind, seeks to train the understanding, to store the memory, to direct the powers of judgment, and thus inevitably to fashion the will and to mould the character. All work is honorable and has dignity, but if any work is pre-eminent in honor and dignity, it is surely that of the teacher. To the teacher is committed the imparting of knowledge and the communication of that influence by which the work of civilization is preserved and forwarded. The teacher is in a noble succession. The masters of thought and speech, the heroes of exploration and investigation, the poets and prophets of humanity, were members of that line. Dr. Smith alluded to language and its fashioners. To teach boys and girls the rules and proprieties of correct and beautiful speech, to open their minds to the treasures of thought and expression is a great labor, and means sometimes the most trying drudgery. Is it not worth while? Is it not a great privilege and a splendid opportunity to lead young minds to the knowledge of the rich resources of our English

speech, to bring them in contact with the great ideas it enshrines and with the noble spirit of justice and freedom of which it has been so often the expression?

"We must be free or die, who speak the tongue that Shakespeare spake,

The faith and morals hold that Milton held."

Regard your life and work from the standpoint of the ideal. Strive to catch a vision of its possibilities. Let memory and imagination play over its history, its place and power in civilization. Count it an honor and a privilege to be engaged in it. Accept it as a gift and opportunity from God. The toil will be lightened, the drudgery transfigured. The curse will be destroyed and the fountain of blessing opened.

It is a wise saying that "to him who knows not to what port he is bound, no wind can be favorable." It is largely because they do not understand what they are doing or where they are going that there are so few men who do their work really well. They are driven to it under the lash of necessity. They slight it at every opportunity and they escape from it as soon as circumstances permit. When Oliver Cromwell was enlisting his famous Ironsides, he winnowed and sifted the levies and volunteers again and again, choosing those who had the fear of God. When blamed for his unusual rigor in recruiting, he replied, "I had rather have a plain, russet-coated captain that knows what he fights for and loves what he knows than what you call a 'Gentleman' and is nothing else." What an admirable definition of a soldier! "Who knows what he fights for and loves what he knows." Similar would be the description of a good workman, "Who knows what he works for and loves what he knows." Such is the workman who does his work really well.

That you may be such in the task and line you have chosen is the hope of your teachers and I trust the passion of your own hearts. You are to occupy this exalted station, to have a part in this most important transmission of knowledge and influence. In the natural course of human events it is not to be expected that you will be teachers all your days. The work of teaching has become with us in the lower branches almost the monopoly of women. If we accept the services of women for teachers, we ought not to be surprised that there will be constant necessity for replenishing the force. To expect otherwise

would be to assume that men are blind and indifferent to the charm of a cultivated mind and of an attractive personality. Many an honored and beloved mistress of manse began her career and won her first victories in the school room and ministers are not the only men who have eyes and hearts. Merchants and engineers, lawyers and physicians, have robbed the school room to enrich the home. We find no fault with them. It is God's law deep planted in the hearts of men and women. Great as is the school room, greater still is the home, and high as are the place and work of the teacher, the position and function of the mother are still higher. The good Lord defend humanity from the creature miscalled a woman whose nature gives no response to the call of a strong man's love and whose heart has no deep fountain of tenderness ready to flow at the touch of a baby's hand. We want such neither in the school room nor anywhere else. Because she is potentially wife and mother, woman is pre-eminent as a teacher and a moral influence over the young.

Society has no right to expect that women will deny their natures or resist forever the persuasions of other women's sons and brothers. Society has the right to expect of women and all others that, while they are teachers, they will own no divided allegiance, but will do their very best; that they will know what they work for and love what they know; that they will count it an honor and a privilege to teach; that they will not be "disobedient unto the heavenly vision." Vision and consecration are the chief factors of strongest, noblest living and working. You cannot teach if your heart is elsewhere. In Dr. Nansen's book, "Farthest North," there is the narrative of a singular experience. In the Kara Sea the Fram got into what is called "dead water." The melting of icebergs results in a layer of fresh water resting upon the salt water of the sea, and this fresh water is carried along with the ship, gliding on the heavier sea beneath as on a fixed foundation. They had drinking water on the surface, while the water in the bottom cock of the engine room was far too salt for the boiler. They drove the engines at full power until the bow was within a few fathoms of the ice and they hardly felt the shock when she touched. They made loops in their course and tried all sorts of antics to get clear. The speed was about one-fifth of what it would otherwise have been. It took all night to steam twenty miles. At last they got among

thin ice which scraped the dead water off and the Fram sprang on her course. That "dead water" in the Kara Sea is the illustration and symbol of the peril and weakness of a divided allegiance. Work when the heart is not in it is toilsome drudgery.

"Why labor at the dull mechanic oar
When the fresh breeze is blowing,
And the strong current flowing
Right onward to the eternal shore."

Lift up your eyes to the heavenly vision of your work. Let memory and imagination speak to your heart of its past achievements and splendid possibilities. Believe that you are in a succession truly royal. Put conscience into your daily work. Seek and depend upon divine help and guidance. The Master of all good workmen will not fail you. Yours shall be His praise, "Well done, good and faithful servant;" yours the satisfaction of the "workman that needeth not to be ashamed."

Opportunity.

**An Address to the Graduating Class, Wednesday Morning
June 12, by Hon. Moses E. Clapp.**

It is my purpose this morning to discuss the laws of Opportunity, illustrating the same by historic characters and incidents. In using historic characters for illustration it is not that we may, or expect to be, Napoleons or Lincolns, but the laws under which a Napoleon failed or a Lincoln succeeded apply with the same absolute force to the humblest individual and to every walk of life.

It is needless to say that opportunity consists of two things. There must be the individual and there must be the occasion; each is the complement of the other. The successful man is the one who sees the occasion, is able to improve it and by improving it, creates another condition, and to this extent makes or enlarges opportunity.

While it may occasion some surprise to you, the first law of opportunity which I shall discuss is the subject of limitation. It is the part of wisdom that we study the limitations inherent in ourselves and those limitations which come from our environment. It is not meant by this that we should look for difficulties, but that we should recognize that there are conditions which cannot be surmounted but may be overcome by recognizing their existence and directing our efforts accordingly.

No character in history illustrates this law with such force as that of Napoleon Bonaparte. When at the height of his power a courtier said him, "Sire, circumstances seem to favor you," he haughtily replied, "Circumstances! Why, I make circumstances!" But you turn to that lonely isle in mid-ocean, where he spent his declining years and you listen in vain for a repetition of this assertion. In its place comes the refrain, "Star of Destiny."

It did seem in his early career as though he made circumstances and by his ability to meet conditions which he did not make, which came from forces—many operating long anterior to his advent—he did enlarge opportunities and, to that extent, make circumstances. Had he recognized two conditions inseparably connected with his very existence, he need not have died in exile.

One of these conditions was inherent and the other the condition of environment. When the Republic in France gathered her energies and rolled back the tide of invasion

that had poured over her borders, it was inevitable that a republican spirit should follow the victories of republican armies, and republics be created.

When Napoleon dreamed of an empire he should have realized that in the transformation of France from a republican to an imperial government, the same result would follow to the republics which had been created under the inspiration of the French republican spirit, and that while France might be reconciled to the change, afterward people who had caught a glimpse of free government would not be so reconciled and would hold France—and hold Napoleon—responsible for the result; and that he would thus, not only have the hostility of sovereigns and princes, but what would be a far more potential factor, the hostility and hatred of people who had tasted of liberty only to see the cup snatched from their lips by his hand.

The condition inherent in Napoleon which made it possible for him to successfully establish an empire, was the condition of his birth and, strangely enough, the same condition made it absolutely impossible for him maintain an empire.

The man who was to erect a throne upon the ruins of the French Revolution had to be one who was not born beneath a palace roof. No man of royal blood could have secured the confidence of the French people to an extent which would have enabled him to re-establish a throne. The man who was to lull France to sleep with dreams of glory, while he rivetted the chains about her, had to be one not of royal blood. Napoleon answered this condition, but when he came to establish his throne that throne was a menace to royalty itself. While he had all the instincts of the despot, the royalty of Europe could not permit the assumption of royal power by one who was the outgrowth of the Revolution, that, in its frenzy, had beheaded a king,—not so much because he was the king as because he was a king. In this the French Revolution differed so essentially from the English Revolution. The result was that no human genius was sufficient to reconcile Napoleon's assumption of imperial power with this condition. In vain his victories, for there ever arose before him the undying purpose of the reigning houses of Europe to crush the man who had assumed royal prerogatives under these circumstances.

Had Napoleon Bonaparte recognized this law of limitation and devoted his ability and genius to the establishment of the republic, surrounded by a bulwark of republics, supported not only by the French people but having the sympathy of the other peoples who had looked to France as the source of what liberty they had enjoyed, his life might have

been crowned with success instead of terminating in disasters.

The next law of opportunity which I shall discuss is the law of time,—occasion. Men who have made a success of life have been those who have come upon the scene when conditions were ripening, or who in their own minor affairs have been able to discern when the time was ripe for action. No character in history illustrates this law with such force as that of Abraham Lincoln. When Lincoln was a young man he made a trip to New Orleans and there witnessed men and women sold as chattels and it is said that he declared with an oath that some day he would strike slavery and strike it hard. Years rolled on. Lincoln was elected to Congress and in 1847 made a speech upon the Fugitive Slave Law in which he said that while he was opposed to the then existing Fugitive Slave Law, he was in favor of some form of Congressional fugitive slave law. It is hard today to realize that that utterance ever fell from the lips of Abraham Lincoln.

Time passed on and he and Douglas entered upon their memorable debate. A State Convention had nominated Lincoln for the Senate, the first instance, I think, of the kind in the history of our country although now a matter of common occurrence. The election therefore directly involved the senatorship, and at one of the debates Lincoln expressed himself with unusual fervor. His friends declared to him that the speech had cost him his election to the Senate. He is said to have replied: "I know that, but it will make me President." He was nominated for the Presidency and when the nomination was announced, it is said that Wendell Phillips, referring to Lincoln's speech in '47, exclaimed, "What! Is the slave hound of Illinois nominated for the Presidency?" He was elected and then was witnessed one of those strange inconsistencies which so often occur in the display of human nature. The avowed enemies of slavery, who should have been his truest friends and loyal supporters, turned against him with a bitterness hard indeed to understand. Because he would not move rapidly enough to suit them, it was charged that he had betrayed the cause of liberty, and of all the burdens that Lincoln had to bear, probably none so weighed down his soul as this accusation. But Lincoln recognized the law of time. Lincoln realized that in that vast host that had sprung to arms to save the Union there were those who were ready to lay down their lives for the Union, but not to sacrifice their lives to free slaves. He realized that in the great border states there were those who loved the Union, but who viewed with

consternation the destruction of their property in the abolition of slavery, and so Lincoln waited,—waited until the North-land, kneeling by the graves of her slaughtered sons, arose in her power and might and decreed that treason should perish and, as an instrument, slavery should perish. Then, and not until then, he issued his Emancipation Proclamation.

There is little to be gained in speculating upon what has not happened and what might have happened, but every student of American history will admit that the effect of that proclamation, had it been issued earlier, might have been far different, and Lincoln's judgment in waiting is today universally endorsed and yet, no one today questions but that during all that time the great heart that beat beneath the rugged breast of Abraham Lincoln kept as absolute time to the eternal rhythm of human liberty as the heart of Wendell Phillips.

The next law of opportunity involves the value, the real importance of that which we do. Many a man has wasted his lifetime with its opportunities, has exhausted his energies in doing things which, after all, did not amount to anything. This law is aptly illustrated in the life of Charles Sumner.

When a young man Sumner sought Webster one day to induce him to preside at an anti-slavery meeting to be held in Boston. Webster, with that pompous air for which he was so famous, declined the invitation with the remark, "I have no time for boy's play."

It is doubtful if there are a dozen people in this audience, and, to avoid any suggestion of invidious comparison, you are at liberty to count me among the non-competents, who could state today either what Webster was then engaged upon or the outcome of his efforts. But, there is not a man, woman or child, while liberty is yet even a dream, who does not know the outcome of Charles Sumner's "boy's play".

Another incident in his life illustrates this same law. When he entered the Senate he was met by the veteran Benton with the remark, and with a patronizing way: "Young man, you have come too late. The great questions are settled. The great men are passing away."

To one who, like Benton, had been a central figure in that long and bitter struggle which preceded the war, it did seem as though the great issues were settled and the great men born in that struggle were passing away.

But here I want to digress long enough to emphasize another truth, and that is that no principle ever was or ever can be settled until it is settled right. Mere abstract

questions can be settled by agreement and compromise but there is a force, call it what you may, ceaseless and irresistible, that works upon a principle until that principle is settled right. The vain efforts to compromise the issues of that day illustrate this truth, and eleven years from that day the name and fame of Benton was almost lost to the American people in the din of civil strife.

While additional illustration of this particular law is not necessary, it may be of interest to refer to an incident which occurred in Congress upon the eve of Lincoln's inauguration. A bill had passed the lower House of Congress to submit an amendment to the Constitution which, had it been adopted, would have tended to make slavery perpetual in the United States. The bill came to the Senate in the closing days of Buchanan's administration. The Senate entered on the debate of the bill and by the evening of the 3rd of March the excitement had become intense. It is doubtful if ever in the history of that city it was equalled. The Capitol was one mass of excited, surging humanity, and so intense was the excitement that it became necessary to clear the galleries,—I think the only time in the history of our country except for executive session.

Buchanan waited in an adjoining room ready to sign the bill, when it passed. As the hours of the night wore away, a vote was reached, and when it was seen that the bill would pass, gray-haired senators sat there with tears coursing down their cheeks, firmly believing that the passage of that bill was to seal the fate of their country.

The bill passed and received Buchanan's signature, being, if I remember correctly, his last official act. But while this scene was being enacted in the Senate the American people were slumbering, oblivious to the scene and its attendant excitement; waiting with calmness and with faith; knowing that the next day at twelve o'clock there would appear upon the eastern portico of the Capitol the tall, gaunt form of Abraham Lincoln, from whose lips should fall the keynote of a people's action, in the hour of a people's crisis, and it may be of interest to add, that only one State acted upon this amendment, and rejected it, and thus closed what was probably the most dramatic chapter in the history of the American Congress.

The next law of opportunity which I shall treat involves the matter of preparation, and probably the best possible preparation is the earnest and faithful discharge of such duties as come in our way. Of course, if one contemplates a given calling, preparation involves a special relation to such calling, but one could stand here by the

hour and illustrate in the characters of those whose history is familiar to us all, that success in life is oftener achieved along lines which are not anticipated than otherwise. Circumstances over which we have no control,—of which we may at the time have no knowledge, come later to bear upon our own careers.

It is sometimes asked, "How high should we aim?" If by aiming high it is meant that at the outset we should fix our gaze upon some certain goal, we are liable to make a mistake. In fixing our attention so earnestly upon some distant goal, we are apt to overlook the smaller opportunities which, if properly embraced, may contribute to our success. In gazing at the stars we may stumble upon the rocks along the way.

A few evenings since I observed a class motto, "To the stars through difficulties". Without any reflection upon those who framed the sentiment, it seemed to me it would better emphasize the real thought had it read "Through difficulties to the stars". I find some difficulty in stating this, to bring out my thought,—that it may not be understood too broadly. The stars are there. The stars will keep. Instead of contemplating them, we should bend our energies to overcome such difficulties as we encounter.

If by aiming high it is meant that we should hold a high standard,—lofty ideals and keen sense of duty, we cannot aim too high. I know of no character in history which illustrates this thought better than that of Ulysses S. Grant, who, perhaps, in his career illustrates all the laws of opportunity as but few characters do.

The exercise of observation is essential to success and this is illustrated in an incident in Grant's boyhood. He was anxious to go to West Point. A neighbor's son had been designated for examination. One evening, hastily entering the neighbor's house, young Grant saw that the family were reading a letter and, in confusion, ceased reading. He saw that it was something that involved humiliation to them and he was quick to reach the conclusion that that was the cause of their failure to tell him of their trouble. Instinctively he knew that it related to their son, who had evidently failed in his examination. Returning home he asked his father to apply to their Congressman for his appointment, which he did and to which the Congressman replied that he had already nominated this neighbor's son, but if for any reason he failed, he would nominate young Grant. This was all Grant wanted. He went to West Point, graduated and served in the Mexican War and then retired to private life to meet with indifferent

success, his future career illustrating the truth that a man may be fitted for one calling and entirely unfitted for another.

When the Civil War broke out, he took command of a regiment which was assigned to service in the West. The proximity of the Federal and Confederate capitols clearly foreshadowed that while there might be severe fighting in the West, interest would center upon those in command of the forces in the East. At this time Grant could not have dreamed of ever being in command of the Northern Army, because he never could have been in that position had it not been for a series of incidents over which he not only had no control, but which no one could anticipate.

In discussing these incidents I must not be understood as saying so in any spirit of criticism, but simply as dealing with historic facts.

First came the disaster at Bull Run which resulted in McClellan, who had achieved some distinction in the mountains of what is now West Virginia, being called to the command of the Army of the Potomac. A splendid army was organized and the movement on Richmond inaugurated. The failure of the expedition has been attributed to the failure of McDowell's cooperation. Be that as it may, its relation to Grant's career is unaltered. A change of base was projected and in carrying it out McClellan reached Malvern Hill. It sometimes seems as though fame threw wide her arms to embrace and transport men to immortal achievement and if ever she beckoned to man she beckoned to McClellan that night at Malvern Hill. His army strongly posted, Lee for some unaccountable reason, hurled his forces against him until, shattered and torn, they were recalled. It is said that from Malvern Hill the spires of the churches of Richmond could be seen. At his feet lay an army crushed by fruitless assault. Old Philip Kearney protested, Martindale shed tears of shame at the thought of retreat, but McClellan abandoned the position without striking his shattered foe, and in a little time was removed from command. Grant could not have dreamed of Malvern Hill.

Then came Pope, with his famous order dated "Headquarters in the Saddle". Then came Manassas. Pope's friends have always claimed that had he been supported at Manassas the result would have been different. Be that as it may, it, again, does not alter the relation of Manassas to Grant's career.

McClellan was restored to command and then came Antietam. Far be it from me to criticizing the judgment of McClellan at Antietam, but the country criticized it and

again he was removed from command. Then came Burnside and that awful slaughter at Fredericksburg,— so terrible and disastrous that an English gentleman within the Confederate lines, writing home to an English journal, said "The historian of the decline and fall of the American Republic will date its fall from this day." Grant could not have dreamed of Fredericksburg.

Then came Hooker, fresh with the laurels he had won in the West and then came Chancellorsville. Grant could not have dreamed of Chancellorsville, especially in view of Hooker's splendid record.

Then came Meade and Gettysburg. Again we must disclaim any spirit of criticism in speaking of Meade and his failure to pursue Lee at Gettysburg, but the country criticized him and felt that a mistake had been made, and then came an opportunity for some man. Again let us emphasize the thought that Grant could never have dreamed of these incidents which paved the way for some one being called to take command of the army. I will tell you what Grant was doing. He was, day by day, to the fullest measure, taking advantage of the opportunities which came and, as I shall show later, by doing this he not only came into greater opportunity but was able to enlarge that opportunity itself. He saw the advantage of taking Paducah and he saw the advantage of taking forts Henry and Donelson. He could not get an order for this; all he could get was permission. In conjunction with Foote, Ft. Henry was taken and General Halleck sent Grant a consignment of spades that he might strengthen the fortifications at Ft. Henry, but before the spades reached Grant he had captured Ft. Donelson.

Then came Pittsburg Landing. Grant's critics and enemies have always claimed that he came very near being defeated at Pittsburg Landing. Be that as it may. The difference between failure and success consists not in being nearly defeated. Here I want to emphasize another fact illustrated in Grant's career. Twice he was practically superseded, although upon one of the occasions nominally retained in command. Instead of sulking or resigning, he continued to do his duty. There are times when we must resent, when we must fight, but there is never a time when we can afford to sulk. The world has no use for the man that sulks.

Following Pittsburg Landing the movement was inaugurated down the river and Vicksburg was invested. Here Grant illustrates another essential element of success. There is nothing heroic in absolutely fruitless effort, nor, on the

other hand, should we ever lose sight of the ultimate object.

Grant promptly abandoned one effort after another as he found them to be fruitless, but never for a moment lost sight of the ultimate fact of the capture of Vicksburg. Passing down the river and taking Grand Gulf as his base, he started on that memorable campaign of which history presents but few parallels. Throwing his army, like an iron wedge between Johnston and Pemberton, he drove one westward and the other eastward. For once he felt he was so far from interference that he could not be overtaken, but after a series of brilliant engagements, including the battle of Champion Hill, he had reached the Big Black, where Halleck overtook him with an order to abandon the expedition, return to Grand Gulf, proceed up the Red River and cooperate with General Banks.

In poetry there is what we call "poetic license" and in history there is a sort of historic license where the historian heightens the color and gives dramatic effect and, in the indulgence of historic license, it has been asserted that Grant tore up the order, with the remark: "If Halleck were here I do not think he would be giving any such orders." While it is safe to assume that Grant may have thought that, it is not at all likely that he treated the order with any such discourtesy. He simply disobeyed it, continued his operations and in a little time Vicksburg fell. Returning North he untangled the web which had been woven about our army at Chattanooga and then was called East.

Now the greater opportunity came to Grant and in his preparation,—preparation that came not from anticipating this larger opportunity but from the faithful and earnest discharge of the duties which had come to him, he stood master of the situation.

I have suggested that man may sometimes enlarge his opportunity. Grant's career illustrates this. His critics have always insisted that one reason why he succeeded when he had command of the army in the East was that he was free from that meddlesome interference on the part of the Government at Washington which had so hampered his predecessors. This was undoubtedly true. None of them had that absolute authority, that freedom from interference on the part of the officials at Washington which was accorded to Grant and it is, no doubt, true that this rendered his task far easier. But, it must be remembered that Grant, in the discharge of those duties which had come to him, had shown the country—had shown the Administration, that it was wise to give him discretion, wise to invest authority in him. Thus did he enlarge and, in fact, make opportunity. To this extent—in man's ability to grasp an opportunity, in the preparation and in the discharge of duty, does he become the architect of his own opportunity.

Graduates.

Class of 1903.

Name.	Postoffice.	State.
Bessie Emily (Bowman) Jones	Duluth	Minn.
Helen Emily Bowyer	Minneapolis	Minn.
Amanda Ellefson	Duluth	Minn.
Agnes Rebecca Holt	Duluth	Minn.
Esther Levy	Minneapolis	Minn.
Willena Marshall	Duluth	Minn.
Elizabeth Merritt	Columbia University	N. Y.

Class of 1904.

Mary Sayles (Bartlett) Rumsey	Duluth	Minn.
Irene Buswell	Winona	Minn.
Blandhe May Coulter	Duluth	Minn.
Ella (Deetz) Palmer	Duluth	Minn.
Catherine Farrell	Duluth	Minn.
Leora Pearl (Fenton) Smith	Grand Rapids	Minn.
Ora Margaret Hathaway	Deceased July, 1907	
Mary Alphade Herrell	Grand Rapids	Minn.
Anna C. Johnson	Doran	Minn.
Kathryn Lou Joyce	Duluth	Minn.
Minda Juliana Knutson	Duluth	Minn.
Alma Kruschke	Duluth	Minn.
Dorothy Katherine Kuhns	Bellingham	Wash.
Clara (Laughton) Kilpatrick	Biwabik	Minn.
Fanny Beulah Lippitt	Duluth	Minn.
Ella Vera Mason	Duluth	Minn.
Florence McLean	Duluth	Minn.
Jane Elizabeth Murray	Duluth	Minn.
Jennie Marie Myers	Virginia	Minn.
Carrie May Neff	Duluth	Minn.
Frances Ida Maud Neff	Duluth	Minn.
Mary Lucy O'Keefe	Duluth	Minn.
Emma Laurentia Olson	Duluth	Minn.
Clara Mildred Somerville	Virginia	Minn.
Florence May Swendby	Duluth	Minn.
Grace Lavinia Thompson	Virginia	Minn.
Hattie Yager	Duluth	Minn.

Class of 1905.

Emma C. Anderson	Duluth	Minn.
Olive Russell Colbrath	Hibbing	Minn.
Alice Hix Conklin	Duluth	Minn.
Ida Doran	Hibbing	Minn.

Name.	Postoffice.	State.
Eva Bell Dysslin.....	Seattle	Wash.
Adelaide M. Eaton.....	Hibbing	Minn.
Nanna Einarson	Duluth	Minn.
Mrs. Bessie Giddings.....	Adolph	Minn.
Esther Harris	Superior	Wis.
Hilda J. Jorstad.....	Duluth	Minn.
Minnie Perttula	Ely	Minn.
Irene Emily Reau.....	Duluth	Minn.
Gertrude M. Schiller.....	Duluth	Minn.
Gladys Shaw	Duluth	Minn.
Myrtle M. Stark.....	Ely	Minn.
Eva Blanche Stevenson.....	Preston	Minn.
Bessie Ellen Sturges.....	Maple Lake.....	Minn.

Class of 1906.

Marian R. Berry.....	Coleraine	Minn.
Nina Burbank	Miles City.....	Mont.
Jessie C. Campbell.....	Duluth	Minn.
Julia Carlson	Duluth	Minn.
Olga Carlson	Crystal Falls.....	Mich.
Rosabele M. Carlson.....	Grand Rapids.....	Minn.
Laura Detert	Red Lake Falls.....	Minn.
Mildred Frost	Portland	Ore.
Anna T. Hanson.....	Carlton	Minn.
Estelle Hicken	Duluth	Minn.
Ettie M. Hoskins.....	Buhl	Minn.
Kathryn A. Hoyer.....	Ely	Minn.
Charlotte M. Hughes.....	Culver	Minn.
Mary E. Kennedy.....	Duluth	Minn.
Agnes E. Lavallee.....	Duluth	Minn.
May E. Marshall.....	Jacksonville	Fla.
Fanny Mendelson	Duluth	Minn.
Marietta Murray	Eveleth	Minn.
Mary L. Ober.....	Duluth	Minn.
Elizabeth K. O'Keefe.....	Portland	Ore.
Violet E. Robinson.....	Cloquet	Minn.
Clara Rowe	Elk Point	S. D.
Anna M. Streed.....	Ely	Minn.
Cora D. Schaffer.....	Duluth	Minn.
Margaret Shaw	Duluth	Minn.
Stella Swanson	Thief River Falls....	Minn.
Maude A. Talboys.....	Chisholm	Minn.
Tannisse Tyler	Havana	Cuba.
Ethal Wright	Duluth	Minn.

Class of 1907.

Name	Postoffice.	State.
Mary Blackmarr	Duluth	Minn.
Margaret Braeutigan	Duluth	Minn.
Gertrude Brown	Duluth	Minn.
May Brown	Ely	Minn.
Flora Carpenter	McIntosh	Minn.
Flora Chisholm	Lakeview P. O.	Minn.
Tessie Dolan	Cloquet	Minn.
Nellie Flynn	Duluth	Minn.
Amy M. Forbes	Worthington	Minn.
Elsie Gandsey	Hibbing	Minn.
Theresa B. Hinsmann	Duluth	Minn.
Ella Holtorf	Mantorville	Minn.
Hazel Hopkins	Proctor	Minn.
Genevieve Ives	Duluth	Minn.
Irene Keehan	Ashland	Wis.
Kathleen D'Arcy Kelly	Duluth	Minn.
Lillie Korte	Willmar	Minn.
Elsie Krey	Katalla	Alaska
Ray L. Leland	Duluth	Minn.
Elizabeth McDonald	Lancaster	Wis.
Isabel McLean	Duluth	Minn.
Marguerite Mitchell	Hunters Park	Minn.
Jane Norval	Duluth	Minn.
Sadie Pennington	Pine City	Minn.
Laura G. Pepple	Worthington	Minn.
Lillie V. Olssen	Duluth	Minn.
Hazel M. Owens	Lakeview P. O.	Minn.
Anna C. Peterson	Soudan	Minn.
Louana Phelps	Duluth	Minn.
Eliza Remfry	Carlton	Minn.
Etta Robert	Duluth	Minn.
Alice E. Sand	Ashland	Wis.
Millie R. Shane	Chisholm	Minn.
Helen M. Shaver	Lakeview P. O.	Minn.
Mamie Stochl	Pine City	Minn.
Claire Sullivan	Two Harbors	Minn.
Ell Rose Taylor	Duluth	Minn.
Sophie Thomas	McKinley	Minn.
Bessie L. Turnbull	Hunters Park	Minn.
Leonora J. Ulsrud	Duluth	Minn.
C. A. Margaret Wolfe	Cloquet	Minn.

Officers of the Alumni Association.

Violet E. Robinson (1906)	President
Hazel M. Owens (1907)	Secretary
Lillie V. Olssen (1907)	Treasurer

Events and Exercises of the Fifth Annual Commencement.

Reception by Mr. and Mrs. J. L. Washburn for the class of 1907 and members of the Faculty, Saturday evening, June 1.

Alumnae Banquet, at Washburn Hall, Saturday evening, June 8.

Commencement Sunday,
June 9, at three-thirty o'clock.

Fatherland PsalmGrieg
Responsive Scripture Reading.....The Ninety-third Psalm
Response—Learn Ye To Suffer.....Handel
In Dreams I Heard The Seraphs Fair.....Faure
Sermon—The Light That Transfigures.....
.....Rev. Alexander Milne
To Earth May Winds Are Bringing.....Schumann

Closing Chapel Exercises and Class Farce, Tuesday morning, June 11.

Class Play.
Scene from "The Rivals."
June 10 and 11.
Dramatis Personae.

Sir Anthony Absolute.....Nellie Flynn
Captain Jack Absolute, his son.....Mildred Shane
Sir Lucius O'Trigger.....Kathleen Kelly
Fag, Jack's servant, in love with Lucy.....Ella Holtorf
Miss Lydia Languish, an heiress.....EllRose Taylor
Mrs. Malaprop, Lydia's aunt.....Flora Chisholm
Lucy, Lydia's maid, who accepts bribes....Claire Sullivan

Commencement Day, June 12, at ten o'clock.

Rest Thee On This Mossy Pillow.....Smart
Responsive Scripture Reading.....The First Psalm
Response—Learn Ye To Suffer.....Handel
Spring SongR. Kieserling, Jr.
Address—OpportunitySenator Moses E. Clapp
Flower SongsBeach
Presentation of Diplomas.....Hon. H. E. Hoard
Join In PleasureJakobowski

Calendar for 1907-1908.

Summer Term.

Enrolment of Students..... Tuesday, June 18, 1907
Class-work begins..... Wednesday, June 19, 1907
Term ends..... Friday, September 6, 1907

Fall Term.

Enrolment of Students..... Tuesday, September 24, 1907
Class-work begins..... Wednesday, September 25, 1907
Term ends..... Friday, December 20, 1907

Winter Term.

Enrolment of Students..... Tuesday, January 7, 1908
Class-work begins..... Wednesday, January 8, 1908
Term ends..... Wednesday, March 25, 1908

Spring Term.

Enrolment of Students..... Tuesday, March 31, 1908
Class-work begins..... Thursday, April 2, 1908
Term ends..... Friday, June 12, 1908

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BULLETIN

OF THE

 **State Normal School**

DULUTH, MINNESOTA



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NOVEMBER, 1907

NO. 3

BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA.

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individual work because the groups must be larger which always means, in addition to other minor difficulties, more or less of a problem in the adjustment of the individual responsibility.

The equipment sometimes creates problems; that of the group primarily where a department is not equipped with enough individual utensils. Here the ingenuity of the teacher has a wide field for display and it really becomes quite interesting to discover the new uses that old utensils can be put to, and the amount of substituting and improvising that can be done successfully. Where new, elaborate and expensive utensils are furnished to the exclusion of such utensils as the students have in their homes or can afford to procure for home use, we have also the problem of the home work. In fitting up a Domestic Science department the aim should be to have the equipment as good, durable, convenient, complete and beautiful as the money will admit, but we should keep in mind the fact that there are a great many simple utensils and devices that fill all these requirements where showy ones fail utterly. There is, where money is plentiful, great danger of making a domestic science equipment too luxurious for its purpose. This point really needs a great deal more consideration than it is at present receiving.

Amount of Time for Work. Every lesson, to my mind, should be a practical one. That is, some cooking or cleaning should be done. Two hours are needed in order that there shall be time for review of last week's points; study of the food to be cooked in today's lesson; preparation and cooking of the food, serving the food, a discussion of the cost, digestibility, food value and food combinations of the article prepared, and then washing of the dishes and cleaning of the kitchen. If two hours cannot be used for this purpose, then something must be omitted or cut down, or a lesson on one topic be made to extend over two weeks, taking the theory, directions, discussion, etc., for one lesson, and the preparation, cooking, etc., the practical part, for the next lesson. Where time is insufficient for a complete domestic science lesson, and where dividing the lesson to make it extend over two meetings, does not prove satisfactory, as it very often does not, then make the lessons cooking lessons, leaving out theory rather than practice, for in ninety-nine out of a hundred cases the need is for the actual doing of something; accomplishing some piece of work by using both hands and brains. Seeing the concrete result of one's own power to do, has as much inspiration in it, as much educational value as the successful reasoning out of some problem, and, in addi-

tion, through it is gained that sense of power, and ability and capability that is only possible where the knowledge is gained by the actual doing of things, not simply knowing them!

Allowance for Supplies. There are several ways of meeting this problem of lack of funds for carrying out freely one's own ideas of the materials needed for domestic science. The group can always be made larger. This is the simplest way, even though it involves other problems; and sometimes it is the best way, but not always. If it seems best to have large groups, some of the disadvantages can be overcome by dividing the work of each group in such a way as to have some of the group cook, some serve and wash dishes, and some observe carefully and write down, to be read later, any criticisms or suggestions about the work they may have observed.

If this can be accomplished in the right spirit, a good deal of thoughtfulness is the result. Often a fine suggestion is made, for there is always something new to learn about the practical carrying out of the complex and complicated art we designate as home-keeping.

As soon as a pupil can be led to think definitely of ways and means, in the accomplishment of manual work of any kind, he will work intelligently; and intelligent work is sure to be better work, as well as pleasanter and more interesting work.

Another way out of our difficulty is to always select the most inexpensive form of the food principle we are studying; use eggs at the season when they are cheapest even if it does disturb the sequence of lessons a little. All the fundamental principles of cooking can be learned by using comparatively inexpensive materials. It is far harder to plan for such a course, and naturally it is less varied than a more liberal one, but the interest, although partly of a different kind, may certainly be as great.

If neither of these ways, the larger group, or the more inexpensive materials, is adequate, try selling the food cooked. Sometimes it can be sold to the students in the school for luncheon, or often the pupils themselves will buy and take home what they have cooked. There are undoubtedly other and better ways, but no other have come under my observation.

Now we come to the working out of the plan or course which, it seems to me, is responsible for more problems than all the other conditions put together.

Just what is the vital point in an outline or plan for domestic science work? Does not this hinge, really, upon the amount of theory or scientific work that is put into the course? Not all eighth grades, nor all high school classes are ready for the same training. We have an average to deal with, and an average type of interest, but we may not have pupils of the same previous training. We have very different home conditions. We have different types and classes of children. All of this detail must be considered carefully and determined upon by the individual teacher before she can work out successfully a given plan or course. It is necessary in public school work, but always more or less limiting, to suggest a detailed course in any kind of work where individual initiative is emphasized as it should be in the manual arts. But under the most varying conditions there are certain broad aspects upon which all of us must work, and I believe that a discussion of them therefore will be of the greater value to us.

First of all, we must never lose sight of the fact that a domestic science course for the grades and High Schools is not a training course for teachers; but neither is it a "cooking school" pure and simple. The plan and scope of the work and the methods by which they are worked out should be such as will make people realize that the cooking taught is the art of scientific, practical cookery, not theoretical fancywork! Then, what we are aiming to do through domestic science will be more generally understood.

Let us decide before going any farther just what is meant by a practical art. To be practical it must be so taught as to be adapted to everyday uses and requirements. To be an art, it must be so taught or studied, that special effort and thought are required for its accomplishment, and wider scope offered for individual skill. To be scientific, the fundamental principles of cookery must always be the basis on which the practical work rests.

"The doing of something presupposes some knowledge," says Sully. We put some potatoes into a pan of water to boil. We may never have cooked potatoes before, but we know that they will get done if we leave them on the fire long enough. Our knowledge is empirical. We once saw some potatoes being cooked that way; we were told to cook them so; or we know from experience, that other things may be cooked that way in boiling water. This is the customary, the natural way, of getting our unclassified, unscientific knowledge, and is, applied to domestic science in the schools, also the best way for the pupils to start. Science

then steps in to supplement, interpret or correct, this first experimental work, and to make it over into classified knowledge. For instance, to return to the potatoes, science can show us that they are better if put into boiling water; that they will not get done any sooner in furiously boiling water than if we keep the water boiling gently; why they get white and mealy; why their nutritive value is greater when they are cooked in the skin; why we can bake potatoes and cannot cook rice in that way.

As the scientific knowledge naturally follows the empirical, so should it also follow, and be used to explain the facts arising from the practical or art side of domestic science. In public school work the art side should always lead. It should be the prominent, the important part, and science, apparently incidental, should be used to make processes intelligent and reasonable, and to emphasize and clinch the facts gained; thus coming up, as it were, to meet the art side, but never leading. No matter what the age of the pupil, or the kind of manual art, it is the result, primarily, that appeals to him; so that interest in the process, skill in the manipulation and desire for knowledge of the materials must be created or awakened as necessary means to a desired end, before they will assume much interest for themselves. But with a concrete result as the end in view, the knowledge of the means can be as scientifically worked out as will fix it most permanently and practically in the mind of the pupil; for, to again emphasize our point of view, cooking is essentially a practical art.

Working out the reason for every process with the pupils during the development of the cooking lesson will give a firmer foundation of practical knowledge in cookery, than much abstract study or experiment along purely scientific lines. We "learn to do by doing," and if we learn why, at the same time that we learn how, we have not only gained knowledge, but we have knit together theory and practice in the only way, the psychologist tells us, by which we can truly remember and apply.

In arranging a domestic science course for a grade or High School three important principles should be kept in mind:

- (1) That to make good, scientific cooks is not the whole object of putting domestic science into our public schools. When our teachers of domestic science keep this principle in mind, many of their problems will disappear.

- (2) That the broad, general educational value of domestic science is a most important factor, since it touches

upon, or correlates with, more subjects than any other of the manual arts.

(3) That the type of interest through which the pupils of this age can be appealed to, must be determined upon.

The first and second principles are applicable as they stand to any grade; the third, obviously, must be worked out to correspond to the age of the pupils.

But let me again urge that the practical applications of the science and art, mean more and teach more than the experiments, and are needed more in domestic science courses. I believe that some problems met with in domestic science work are due to the mistaken idea held by many of our teachers that they must apply to their pupils who should receive only a student's training, the special training which they received in a teacher's course. This is as true of sewing as of cooking.

Let us then, through facts and relations with which our pupils are made familiar by practice, make generalizations and build up fundamental principles, using only so much scientific work as is necessary to show and explain, clearly and definitely, the truth of these principles.

James Russell Lowell formulated many years ago the principle which we are trying to work out educationally to-day, that,

"Practical application is the only mordant which will set things in the memory. Study without it is gymnastics and not work, which alone will get intellectual bread."

**Observations Concerning the Elementary Diploma Included
in the Quarterly Report Submitted by President
Babannon, at the Last Meeting of the
State Normal Board.**

An interesting fact revealed by a comparison of this years' enrolment with that of former years is the steadily increasing gravitation of students toward the shorter courses, the one year course for High School graduates and the three year course for others. Beginning five years ago with almost none in these shorter courses and almost no sentiment on the part of entering students or others in their favor, we have come to a point where almost half the entering High School students refuse to consider any other than the one year and others show a decided tendency to change from the five year courses to the three year Elementary course. This fall several of the strongest students on the five year courses have changed their courses in this way. But for the graduates coming to us from the Duluth High School and the fact that the Board of Education for the city will not employ graduates of the Elementary courses, I am convinced that seventy-five per cent of all High School graduates would elect the one year course. These observations, together with others of like character in the other four schools, supply conclusive evidence of a sentiment which favors a low standard of preparation and regards the diploma rather than the work as the object, and is willing to be satisfied with the least effort incident to the attainment of a diploma. Fully seventy-five per cent of the graduates from the five schools within the past year are holders of the Elementary diploma, most of these holders of the diploma for the Elementary Graduate course.

Thus it happens that most of our graduates are students who remain in the school less than nine months. It must follow that the schools can scarcely hope to escape a very damaging reaction in respect not only to public opinion but in respect also to the opinion which the schools must have of their own merits. We cannot, as conditions now are, continue to offer the short courses and reward those who finish them with diplomas having practically the same value as diplomas

given on other courses without doing serious and lasting harm. A teacher whose standard of preparation is low, who will voluntarily follow the shortest cut to obtain legal exemption from the necessity of proving her fitness for a position, may be, as is often urged, better than others now teaching, but she is not good enough to merit the approval implied in the case of those holding a diploma which is virtually a State certificate of the first grade for life. The best arguments that can be urged in behalf of the present arrangement are those of expediency, policy and temporary advantage, and these cannot begin to compensate for the loss involved in the fact that more than half the diplomas now being granted are placed in the hands of students who spend only nine months in earning them.

I believe there is a place for the short course in the Normal Schools and that we should have two such courses; one for those who now take the three years course and one for those who now take the one year course, but I would not reward those who complete them with a diploma. At most they should receive a certificate showing the amount and character of work done and entitling them to a State certificate of the first grade good for not more than two years. Such recognition would be ample reward in return for the time spent in preparation and would enable the student who might need to do so, to earn sufficient money to enable her to complete the longer course leading to the diploma. It would also aid very materially in placing more trained teachers in the rural schools, the very thing which we now hear it said we are not doing and at the same time hear it said that we would be severely criticized for not doing if we should discontinue the granting of the Elementary diploma.

The harm being done in connection with the Elementary courses is not due so much to the fact that they are short, but rather to the fact that those who complete them receive too much recognition. We cannot afford to attach a reward to low standards and to advertise to those who are looking for the lowest standard of requirements between them and legal qualification for positions, that we have what they want, that, in fact, we discriminate in favor of those who choose the low standards. We ought either to abolish the Elementary courses or to discontinue the practice of rewarding those who complete them with diplomas. As I have already said, more than seventy-five per cent of our graduates are now from the Elementary courses and so long as less than half of them are from the Advanced courses our standards are essentially those of the Elementary courses. Any stand-

ard or any course of study which demands so little in the way of scholarship and the careful training involved in the attainment thereof is fundamentally wrong. The gravest charge that has been made against the teaching profession, or that can now be made, is that the members too often lack that knowledge and culture which must be had if the calling is to be regarded as a profession. Most people who now take up the work of teaching regard it as a makeshift or a temporary affair. With women, as most of our teachers are, the expectation in most instances is that it will be abandoned within a few years and it goes without saying that they will not spend more time in preparing for it than we say is legally necessary to qualify for the positions they desire to obtain.

New Members of the Faculty.

Miss Ethel Mae Long of Overbrook, Kansas, is a valuable addition to the English department. Miss Long is a graduate of the Cumnock School of Oratory at Northwestern University. Since her graduation she has done post-graduate work in the same school, and has taught in Cornell College, Iowa. In our Normal School she will teach Reading and Literary Interpretation, and will have charge of class plays. For a long time our English department has been too large for one teacher to manage. During the past two years certain classes in English have been taught by teachers of other departments. Hereafter Miss Long will have charge of that part of the English work which is concerned chiefly with oral expression. She is herself a most accomplished reader. In addition to the work already mentioned, she will give instruction in Physical Culture.

Miss Ida Esther Van Stone is the new Supervisor of Music. She has graduated from Missouri Valley College, from the Normal Training School of Music in Detroit, and from the New School of Methods in Chicago. She has taught music for several years in the public schools of Leadville, Colorado, and of Baraboo, Wisconsin.

The Supervisor of Drawing and Manual Training is Miss Elizabeth Robertson of Chicago. Miss Robertson graduated from the University of Chicago in 1905, and from the School of Education in 1906. She taught last year in the Chicago Latin School.

Miss Florence Pettengill takes Miss Eaton's place as teacher of Domestic Science and preceptress at Washburn Hall. She comes to us from the Normal School at Superior, where she taught last year.

Miss Ruth Ely is the librarian. She is a sister of Miss Florence Ely, and has been for several years in charge of the juvenile department of the public library.

Mrs. Evelyn Richards Lyons is in charge of the Primary Department. She comes from the Normal School at River Falls, Wisconsin, where she taught last year.

Miss Cecil Palmer is critic teacher in the Third and Fourth Grades. She is a graduate of Chicago University.

She has taught in the Model School of the Training Department at Oshkosh, Wisconsin, and in the Shortridge High School in Indianapolis.

Miss Alice E. Doell is in the Fifth and Sixth Grades. Miss Doell is a graduate of the Winona Normal School. She has taught several years with great success in the public schools of Duluth. She was last employed in the Lincoln School.

Old Members of the Faculty.

All the men of the faculty taught during the summer session. After the close of the term each departed for a brief vacation. President Bohannon went to Mr. Washburn's summer home at Wright, Minn.

Dr. Kline visited the Jamestown Exposition and his old home in Virginia.

Mr. Hubbard went to California.

Mr. Strong went to Pennsylvania and Indiana.

Mr. Blair went down the Mississippi River.

Miss Shoesmith spent a delightful summer abroad.

Miss Quilliard spent most of the summer in New York City. Part of the time she studied in the Teachers' College of Columbia University.

Miss Horne was at her home in Ohio.

Miss Post was at a boys' summer camp on the Manitowish Waters, south of Ashland, Wisconsin.

Miss Murray visited in Madison, Wisconsin.

Miss Carey spent several weeks at the Muskoka Lakes in Ontario, Canada. The remainder of the summer she was in Cleveland, Ohio.

Concerning Former Members of the Faculty.

Miss Eaton is very pleasantly located as head of the Domestic Science Training Department of Mills College, Oakland, Cal. Among the students in this college are daughters of clergymen, diplomats, and American and English business men of the Sandwich Islands, Japan, and even China. The Domestic Science Department is housed in two cottages, one

of which has been fitted up by the department as a model cottage, and is occupied by Miss Eaton herself.

Miss Bainbridge is Dean of Household Science, and Assistant Professor of Household Science in Macdonald College, Quebec.

Mrs. Guy W. C. Ross (nee Mason) has returned from a delightful wedding tour through England, Scotland, France, Germany and The Netherlands. She is at present keeping house in the rose-colored cottage on Fifth street, just west of the Normal.

Miss Heywood is not teaching this year, but is staying at her home in Topeka, Kansas.

Mrs. Sinclair is living in Chicago.

Mrs. Edwin Hawley (nee Ely) after an extensive wedding trip through Yellowstone Park, Utah, and Colorado, and later to Washington, D. C., New York and Boston, is now at home at 5407 Woodlawn Ave., Chicago.

Mrs. Warren Greene (nee Ensign) spent her honeymoon on an island in Lake Superior. She and her husband were the only inhabitants of this isle of the blessed, yet seem to have had a fairly good time. They are now building a house on Jefferson street. It will be finished about the holidays, when Mrs. Greene will begin to exercise the knowledge of housekeeping she acquired last year in our Domestic Science Department.

The Alumnæ.

The Class of 1907.

The following members of the class of 1907 are teaching in Duluth: Misses Roberts, Mitchell, Gertrude Brown, Leland, Flynn, Turnbull, McLean, Olssen, Owens, Phelps, Shaver, Hinsman, Mendelson, Kelly.

Miss Keehan is at Thomson; Misses Dolan, Talboys and Sullivan at Proctor; Miss Chisholm at Brickton; Miss Stoehl, Mountain Iron; Miss Pennington, Basin, Montana; Miss Shayne, Chisholm; Miss May Brown, Aurora; Miss Thomas, Tower; Miss Carpenter, Virginia; Misses Pepple, Holtorf and Ulsrud, Sandstone; Miss Norval, Rush City; Miss Remfry, Carlton; Miss Peterson, Soudan; Miss Shannon, Ely; Miss McDonald, Coleraine; Miss Korthe, Wilmar; Miss Sand, Ashland; Miss Wolfe is at Tampa, Idaho; Miss Braentigan, in Colorado; Miss Blackmarr is not teaching; Miss Forbes is teaching near her home in Woodstock. Miss Taylor is studying Domestic Science in Simmons College, Boston; Miss Krey has returned from Alaska and expects to teach this winter; Miss Gandsey is at Eveleth; Miss Annie Anderson at Sparta.

Miss Ora Hathaway, '04, died in July at St. Paul.

Miss Lucy O'Keefe, '04, has joined the order of Benedictine nuns, and is known as Sister Mary Ambrose.

Miss Elizabeth Merritt, '03, expects to graduate this year from Teachers' College of Columbia University.

Miss Helen Bowyer, '04, after teaching two years, took up social settlement work in Minneapolis. She is now in the University of Wisconsin studying Sociology in preparation for her future work.

Miss Mary Ober, '06, is studying in the University of Minnesota.

Miss Tannisse Hyler spent last year with her brother in Cuba. After a severe attack of typhoid fever she returned to Duluth this summer for a short visit. She is now with her brother in Washington, D. C.

Married.

August 14, Miss Bessie Bowman, '03, to Mr. Lorin Hamlin Jones. At home in Duluth.

June 18, Miss Mary Bartlett, '04, to Mr. Spencer Smith Rumsey. At home in Duluth.

Miss Leora Fenton, '04, to Mr. Philip Smith. At home in Grand Rapids, Minn.

Miss Elenore Deetz, '04, to Mr. Palmer.

Miss Clara Rowe, '06, to Mr. Leif Swennumsen. At home in Rugby, N. D.

School News.

Miss Olga Krey has returned from Alaska, and will continue her course at the Normal School.

Mr. Hubbard has been very ill and out of school for many weeks, and is still unable to return.

Miss Fannie Magner is attending Miss Wheelock's Kindergarten School in Boston.

Miss Ethel Swartwout is attending the Normal School at Ypsilanti, Mich.

Miss Gertrude Knapp is teaching in Chisholm.

Miss Quayle's address is Towner, N. D.

The third floor of Washburn Hall has been finished and furnished. The hall will now accommodate fifty girls. Forty-eight are at present living there.

Saturday evening, October 19, the faculty gave a very informal party at Washburn Hall for all the students. After the customary reception by the faculty—a reception which on this occasion became little more than a good old-fashioned handshaking—there was a short program, followed by games and refreshments. Miss Van Stone sang several songs; Miss Long read; and Miss Elizabeth Maddox, of Washburn Hall, played the violin.

The evening of October 11, the young people of the Endion Methodist church gave a reception for the Normal students and teachers. A large number attended and had a delightful time.

Mrs. Kline will have charge of Mr. Hubbard's classes in Physics and Chemistry until he is able to return.

On account of the illness and death of her sister Miss Doell has been absent from school for several weeks. Miss Elsie Krey is substituting during her absence.

Mr. Washburn visited chapel exercises recently to bid the faculty and students farewell until next spring. He goes very soon, on account of his health, to spend the winter in the Southland.

Miss Irene Anderson, after the death of her mother, withdrew from school to keep house for her father.

The car line on Twenty-fourth avenue between Fourth

street and Superior street has been completed. This proves a great convenience for students from Lakeside.

The ground behind the school building and behind Washburn Hall has been carefully graded and made into terraces. In front of the building the terraces have been extended on the west side to the edge of the ravine.

Fire escapes have been erected at both ends of the building.

The Seniors entertained the Faculty on the evening of October 25. Several days beforehand each member of the Faculty received a little roll of birch bark which looked very much like a tiny diploma, tied with red ribbon. Within was inscribed a request that each guest wear "something old or quaint or queer." In consequence, many colonial dames attended the party. Six of the Seniors presented an interesting farce called "Six Cups of Chocolate," so that, with singing and dancing, the evening proved a merry one.

Our school this year boasts of one boy, a Freshman. Visitors who address us at chapel invariably begin their remarks with: "Ladies and—ah—oh, yes—ladies and gentleman."

The Glee Club has been reorganized under the directorship of Miss Van Stone. There are twenty-four members. Miss Grace Maggard is president, and Miss Elizabeth Maddox, vice-president. The club made its first appearance before the Range Teachers' Association which met in Duluth in November.

On Friday afternoon, November 8, Miss Shoesmith gave a party in the drawing room for the class of 1910, for which she has been Counselor for the past three years. It was a limerick party, for the invitations were in the form of limericks, the place cards at table bore limericks, and each guest brought to the party one of her own composition. Prizes were awarded, and each of the competitors won at least one prize. So much we know of the party, but as members of other classes were not allowed to profane the drawing room with their presence, nobody knows exactly what happened inside the sanctum. The laughter which echoed down the hall all afternoon leads us to infer that the Muse was a frisky entertainer.

Mr. Washburn, our Resident Director, has recently increased his munificence by purchasing for the school all the land between the ravine and Colorado avenue (the street laid out east of the dormitory) to within one short block of the Boulevard. Garden street, which formerly ran behind our

grounds, will now be closed and included in the grounds. We shall have plenty of room now for the erection of new buildings when they are needed. We feel, as General Torrance remarked in chapel one morning, that no school in the state has ever had or ever will have so staunch a friend as ours has in Mr. Washburn.

The Summer Session was in a high degree satisfactory. This was not the usual Summer School but a session of regular work, provided for by recent action of the Legislature. Such a session is, of course, intended especially for the needs of teachers who wish to continue studying, but are obliged to teach during the greater part of the year. In the Summer School heretofore the work has consisted largely of reviews of the common branches, but of the one hundred and twenty-eight students enrolled this summer, a large proportion took the regular credit courses. The Faculty consisted of President Bohannon, Dr. Kline, Mr. Strong, Mr. Hubbard, Mr. Blair, Supt. E. A. Freeman of Grand Rapids, Mrs. C. S. Mitchell, of Duluth, Miss Eleonore Thomson, Mrs. Lyons, Miss Pettengill, and Mrs. Emogene Lectra. Supt. Freeman taught Mathematics in a very acceptable manner; Mrs. Mitchell proved an enthusiastic instructor in Music and Physical Culture; Miss Pettengill taught Physiology; Mrs. Lyons had charge of the Model School; Miss Thomson taught English for the first six weeks, and Mrs. Lectra taught the remainder of the term. On account of the delightfully cool weather in Duluth during the summer months, both faculty and students found the Summer Session as well adapted for work as any other term.

November 4 the Board of Normal School Directors and the presidents of the five schools met in Duluth. The chief subject under discussion at this meeting was the proposed change in the courses of study, but no decision was made. In regard to the granting of diplomas, it seems to be the opinion of the Board that those students who complete the Elementary Graduate Course are not entitled to the same credentials as those who complete the Advanced Graduate Course. The latter receive a diploma which is a life certificate, while the former receive one which by indorsement becomes equivalent to a life certificate. A suggestion has been made that Elementary Graduates receive, instead of a diploma, a certificate to be valid as a state certificate of the first grade for a limited number of years only.

As all our former students know, it has long been our ambition to have a gymnasium. While our ambition is not yet realized, we feel encouraged in our hope, because this year

we are having regular instruction in Physical Culture three mornings each week. The work is done in the Assembly room under the direction of Miss Long.

Some of our graduates will be interested to know of the regulations recently made by the School Boards of St. Paul and Minneapolis in regard to Normal graduates who desire to teach in these cities.

Minneapolis will hereafter without examination consider the application of any teacher who has completed an Advanced Course, and who has taught with success for one year in a school of not less than fifteen teachers under competent supervision.

In St. Paul anyone who has completed an Advanced Course, and who has had three years of successful experience, is eligible to appointment without examination. Any Advanced Graduate with any experience is eligible to appointment upon taking an examination.

That the demand for grade teachers is much greater than the supply is proved by the fact that the President is constantly receiving from School Boards requests for teachers, and he is unable to meet the demand because all of our graduates are already teaching.

The Northeastern Minnesota Teachers' Association met in Duluth on November 15 and 16. The general subject of discussion was Industrial Education. Several members of our faculty were on the program. President Bohannon gave an interesting address on "Preparation of Teachers for Industrial Education;" Miss Pettengill read a paper on "Problems Met in Adapting Domestic Science to Public School Work." Mr. Blair in a sectional meeting discussed "The Use of the Map in Geography Teaching." Miss Long read several selections.

President Bohannon was elected president of the Association for the coming year.

During their visit to Duluth the Board of Directors visited chapel exercises. Several of their number, General Eli Torrance, Pres. C. H. Cooper of Mankato, Judge H. L. Buck, the Resident Director of Winona, and State Superintendent Olsen gave very entertaining and instructive talks.

Miss Long's delightful readings have already won for her many ardent admirers. Her interpretation is always artistic and appreciative, and her manner unaffected. On the even-

ing of November 8, she gave the following program in the First Baptist church:

A Story.....by Mary Stewart Cutting
 The Absent Guest.....Roy Rolfe Gilson
 The Chariot Race from "Ben Hur".....Lew Wallace
 Plantation EchoThomas Nelson Page
 Sally Anne's Experience.....Eliza Calvert Hall

Miss Long's services have also been in request out of the city. A few weeks ago she gave a reading before the Teachers' Institute which met at Willow River, and at a similar meeting she read at Brainerd.

The Seniors in Literary Interpretation are studying "Hamlet" with a view to presenting it before the school some evening before the close of the term. The parts have already been assigned. All Alumnae in the city are cordially invited to be present.

Among the new activities at the Normal School is the Craft Club, which has been organized among the members of the classes in drawing and design. As there is no manual training offered this term and as Christmas is rapidly approaching the desire for some sort of class in which design might be practically applied was felt by all in the drawing classes. Knowing this desire Miss Robertson organized the Craft Club for those who wished to apply their designs to some material. The membership in this club is distinctly voluntary, as there is no class credit given. There are no dues in this organization and the only qualification for membership is the desire to put to some practical use the designs made in the drawing class. At the first meeting it was decided that the membership be limited to fifteen people from the Junior Graduate classes in drawing. However, several members of the Elementary Graduate class also desired admittance as well as a few members of the faculty and the idea of a limited membership was abandoned.

At present the Craft Club members have been stencilling their designs upon linen, unbleached cotton, silk, crash, and monkscloth for table throws, curtains, scarfs, bags and pillows. Some very good effects have been obtained by the use of oil paint as a medium. After the designs have been stencilled upon the fabric the pattern is outlined with a heavy thread of harmonious color. Besides the stencilling of fabrics, the members of the club are applying their designs to leather. Calf skin is the material they have been using and they tool or cut the patterns. Various sorts of belts, purses, card cases

and bags have been made from the leather.

If the present enthusiasm continues throughout the winter, other materials will be used as a basis for the application of original design. Work will be done in wood for block printing, sheet metal for trays and candle shades, clay for pottery and reeds and raffia for basketry.

The purpose of the Craft Club is the practical application of design. But the result of the club will be more than a collection of pillows, bags and what not, because the members will see beauty in simple things, develop good fellowship with their classmates and experience the pure joy which comes from the making of something worth while.

Respite.

Dull leaden skies and rustling leaves their tale
Of earth's arrested life, doth yearly bring;
We strain the eye to watch the last bird's flight,
Or catch the last gleam of his silvery wing.

The pomp that erst has decked the forest trees—
Crimson and gold from Nature's lavish hand—
Falling like rain beneath the Storm King's blast,
Lies like a shroud upon the naked land.

Gone are the harvest days of lusty cheer,
The Indian summer, with its haunting dream
Of days when man and beast were brothers twain,
And Pan came piping over hill and stream.

Dead are the blossoms gay, beside the brook;
—Oh heart! is't Death that robs the woods of life?
Must we each year the lesson learn, so dire,
Of grim mortality, the end of strife?

A broken twig within my hand, revealed
A perfect bud beneath protecting bark,
Awaiting perfect bloom, when in the sky
Of coming days, its God shall set His mark.

Then fear not, Heart, thy life's dull wintry days;
Old Earth her time for rest must yearly take;
So thou, if full fruition thou would'st see,
Must respite have, e'en for fruition's sake.

So bend thy will, and let the blast fall fast;
'Tis but to strengthen thee for joy divine.
Hold fast thy faith, and rest in perfect peace,
And lift thine eyes to Heaven for God, his sign.

K. D. P.

The Classes.

The Seniors this year number forty. If we were to quote the opinion expressed by one of them, we should say they are a "truly wonderful class, graceful in bearing, and exemplary in behavior." There is foundation in fact for this statement. Moreover, they have an air of knowing much. They spend hours studying "sources" and "government reports." They can tell you the aims of teaching history, or the number of German emigrants in St. Louis, or discuss "Interest as an end and as a means." They are greatly interested in the industrial arts of cooking and manual training, but they are so well balanced mentally that they may be heard to recite "Hamlet" while stirring up a custard. They find it somewhat difficult, however, to comprehend just what President Bohannon means by "attitude," but hope to set an example to the under-classmen in that respect as soon as they are able to understand the meaning of the word themselves.

The Junior class is composed of forty-five bright good-natured girls. They are good students. Many of the best singers in the Glee Club belong to this class. But they boast of nothing so much as their parties, which, they say, are the most successful ever given here at school.

Third Year Class. Nineteen girls have run the gauntlet of Composition and History, Geometry and Caesar, and remain to uphold the standards of the class of 1910. They take great satisfaction in their numbers, for the third year class is usually very small, since many students drop out in the first and second years of the course and the reinforcements from High School do not come in until the fourth and fifth years.

These nineteen girls are devoting themselves almost exclusively to laboratory work this year, and such is their devotion to Physics that they do research work along the line of climbing steep hills on Friday afternoons and calculating the amount of energy expended. Occasional hours of recreation spent in light reading, such as Cicero's orations and Longman's Grammar, give them the needed respite from work. Some few members of the class are considering the advisability of joining the spelling and penmanship classes in order

to break the monotony of the regular school work. Such is the spirit of the Class of 1910.

Boom a laka! Boom a laka!

T! T! T!

Hobble gobble! Razzle dazzle!

Hoky, poky, bah!

Normal Third Years!

Rah! Rah! Rah!

Fourth Year Class. The brief chronicles of the class of 1911 bear a fleeting resemblance to the song of "The Ten Little Indians," though unlike the song, there are still a doughty "baker's dozen" to show that quality, not quantity, ensures the survival of the fittest class. And who will say that he is less a hero who has passed through the fiery furnace of recitation, test and examination than he who returned from Balaklava to win a victor's wreath? So the little band of earnest, faithful workers, "all that was left" from double the number, stronger in sympathy perhaps, because each can say "*hic et quorum pars magna fui*," is forging slowly but surely ahead and as dresses go down and hair goes up, we see other evidences of aims crystallized and responsibilities assumed, in general demeanor and cooperation with the spirit of the school. Here's to the class of 1911 as she lives out her motto "*Semper Fideles*."

Fifth Year Class. The class of 1912 is not mighty in numbers, but they show considerable promise. We hope to be able "to raise" them all, as only a few are mentally puny. They are alert and ambitious, having already selected their class colors and drawn up a constitution ten pages long.

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OF THE
***State Normal School**
DULUTH, MINNESOTA



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OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

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Calendar for 1908

Winter Term

Enrolment of Students.....Tuesday, January 8, 1908
Class-work beginsWednesday, January 9, 1908
Term closesFriday, March 27, 1908

Spring Term

Enrolment of Students.....Tuesday, March 31, 1908
Class-work beginsWednesday, April 1, 1908
Term closesThursday, June 11, 1908

Summer Term

Enrolment of Students.....Tuesday, June 16, 1908
Class-work beginsWednesday, June 17, 1908
First six weeks close.....Friday, July 24, 1908
Second six weeks close.....Thursday, September 3, 1908

Fall Term

Enrolment of Students.....Tuesday, September 8, 1908
Class-work beginsWednesday, September 9, 1908
Term closesWednesday, November 25, 1908

Faculty

- EUGENE W. BOHANNON, A. M., President.
School Economy, Social Science.
- LINUS W. KLINE, Ph. D.,
Psychology and Pedagogy, Supervisor of the Training School.
- HARRY C. STRONG, A. B.,
History and Civics.
- JESSE W. HUBBARD, A. M.,
Physics, Chemistry and Geography.
- HERBERT BLAIR, B. S.,
Biology and Geography.
- ANNA N. CAREY, A. B.,
English Literature, English Grammar and Composition.
- KATHERINE D. POST, B. L.,
Latin.
- BEULAH I. SHOESMITH, B. S.,
Arithmetic, Algebra and Geometry.
- ETHEL MAE LONG,
Reading and Expression.
- IDA E. VAN STONE,
Music.
- FLORENCE D. PETTENGILL,
Domestic Science and Preceptress of Washburn Hall.
- ELIZABETH WELLES ROBERTSON,
Drawing and Manual Training.
- OLIVE B. HORNE,
Seventh and Eighth Years, Training School.
- MARY A. DOELL,
Fifth and Sixth Years, Training School.
- CECIL M. BALMER,
Third and Fourth Years, Training School.
- EVELYN R. LYONS,
First and Second Years, Training School.
- MARGARET J. QUILLIARD,
Kindergarten.
- RUTH ELY,
Librarian.
- CLARA M. MURRAY,
Secretary to the President and Text-book Librarian.
Assisting in the Summer Term of 1907.
- E. A. FREEMAN,
Mathematics.
- ELEANOR M. THOMSON,
English.
- RIZPAH de L. MITCHELL,
Music.

The Problems of Industrial Education in the Elementary School

E. W. Bohannon

If there is a real need for industrial work in our public schools, that need is greatest in the elementary schools. It is greatest there for the reason that only a small percentage of all school children ever go beyond the elementary school, and therefore can never hope to receive such instruction unless it is to be offered in the elementary school.

Again, this need is greatest in relation to the elementary school because the children who never enter the high school are the ones who have the most urgent and immediate need for such training. They will put in most of their time in later life doing the work of the laborer and the laborer's wife. They are the ones who will become "hewers of wood and drawers of water." It follows, therefore, that the greatest demand for teachers who can intelligently direct such work should come, even if it does not, from the elementary school. I understand this to be the need your committee had in mind and the demand it hopes to see developed and properly met. It is a need that should arouse a very general interest and a demand that should be developed far beyond its present limits, and wisely met.

We have often heard it said, and with some justice, that our schools are not sufficiently practical. I do not know all that is implied in the criticism, but I understand an important part of this meaning to be that the children who need most to learn, in the shortest possible time, the things they need most to know in relation to the necessity, soon to confront them, of earning a living, do not have the opportunity to accomplish any considerable part of this very desirable object in the public Elementary school. Most of the industrial work now offered in public schools is offered in the secondary schools and higher institutions of learning. The value of the industrial work from an educational point of view, and perhaps from every other point of view is just as great in the case of children who may not need to avail them-

selves of its advantages in earning a livelihood. This need, however, appears to be greatest in the case of the children who must go from the school room into some of the lower grades of industrial work with only a limited amount of preparation therefor.

While it is true, as above stated, that most of the existing provisions for industrial work are in the schools of the secondary grade, it is true that not anything like adequate provision has been made for the work there. It is gratifying to be able to note that there is an increasing tendency to supply the opportunities for work of this kind in all high school systems. In view of the fact that only a very limited number of young people who enter the high school ever go to the college or university, it is highly desirable that the work offered in the secondary schools should be, as largely as possible, preparatory for the life work of these students. That being the case, a corresponding statement can be made with greater force relative to the elementary school. The percentage of children who pass from the elementary school to any higher grade of work is very small. The only opportunity the school has to share in the work of preparing almost all of the children who enter it for the lives they are to lead is the one supplied by the elementary school. If it is at all worth while to do industrial work in the public schools, then it is most worth while to do it, in so far as that may be possible, in the elementary school.

One sometimes hears it said that the best work now being done in the way of preparing young people to meet the problems of later life is done in the schools for the Indians, the Negroes and for the mentally, morally and physically defective and delinquent children. It would not be too much to say, I think, that if the character of work now offered in some of the schools for truants and the morally defective and delinquent children were offered in the public schools instead of, or by way of supplementing, the work already being done in the ordinary public school, there would be less need for truant schools. There is some justification for saying that the present problem as to industrial education is, "How can we provide for the normal white child in the elementary grades of our public schools the opportunities now enjoyed by those of the more primitive races and the defective and delinquent child?"

One of the greatest difficulties in the way of organizing the work of our public school system in such a way as to meet the needs of the greatest number of children in any given

stage is due to the fact that the courses of study generally offered are based upon the assumption that the work called for in each stage is not only anticipatory of, but preparatory for, the next, so that the ultimate object, as well as the controlling motive, in determining the curriculum is that the child may be prepared to take the last step; that he may, in other words, enter the university. The courses of study are dominated by that idea and the demand from the university, which is generally omnipotent in such matters, is that its standard shall be met largely, if not wholly, by adjustment on the part of the secondary school. To meet these demands, the high school must make demands upon the grades, and so it happens that the elementary school begins to shape its course in such a way as to play into the hands of the secondary schools in order that the latter may the more effectively bridge the chasm between the grades and the college or university.

The courses of these successive stages are dovetailed very effectively and the adjustment mainly from below upwards in response to a demand from the institutions of higher education. I am not unmindful of the fact that a statement of this sort should be made with moderation for the reason that there are certain provisions, such as that for electives, which operate to produce a certain measure of relief. I contend, nevertheless, that the college and university standards and interests are largely responsible for the fact that the work now offered in both the elementary and secondary schools is not nearly so much what it should be, as it is what the heads of the several departments in the college and university require it to be. We are familiar with the complaint that is so often made by the heads of departments in the college and university that their students are not prepared to take up their work on coming to them, that the preparatory schools are weak and not doing good work. If the high schools are weak and not doing good work, no one is more to blame than the university, for high schools have certainly been trying to do what the universities have required.

It has always seemed to me that a course of study should be based upon the idea that it is best to do the best thing for the child while he is in school, to do the thing that is best for him in the kindergarten, to do the thing that is best for him in the first year, in the second, the third, the fourth, the fifth, and so on, so long as he may remain in the school. The best course of study in the high school is the one which provides the best work for the boy or girl while he is in the high

school. In short, that course of study is best which is built up from below in response to the growing needs and possibilities of the child as he moves from the earlier to the later years. If there is any difference between the fundamental needs and requirements of those who attend the public schools, such as calls for a distinction in the organization of the courses of study, the greatest concession and adjustment should be made in the interest of the ninety to ninety-five per cent who are not only less able to provide for themselves, but who are certain to remain in the schools a very short time. As it is, the elementary school prepares for the high school and the high school prepares for the college or university. The fact that we speak of the secondary school as a preparatory school or fitting school indicates the situation. If every child who enters the grades were going to the high school and thence to the university, the arrangement would be less objectionable, but even so it would be unjustifiable. As it is, the needs of the larger number are given small consideration and the few who are less in need of the encouragement and opportunity supplied by the public are the beneficiaries. The road from the kindergarten leads only to the university. It has no branches.

There is in this country a somewhat widely prevalent impression that operates to magnify the importance and worth of mere learning. Its existence, I suppose, is due to some of the traditions brought down by the universities from the middle ages. It belongs to the age of classicism and rests upon the assumption that "knowledge is power," that education and culture depend upon leisure and, therefore, that education should be in large measure a preparation for a life of leisure in the sense that one is to be free from the necessity of doing things for himself, at least of doing them with his hands. It seems strange that so many parents who have led busy and strenuous lives in the world of material things, should be ambitious to have their children educated with the idea in mind that they are to be free from the necessity of anything in the way of direct contact with the material things of life. Most of us are familiar with the father and mother who have made slaves and drudges of themselves in order that their sons and daughters may be saved what they have chosen to regard as the hardships of their own lives, meaning, of course, that they may be fitted to lead lives in which there will be no occasion to do things with one's hands.

The problem of the second generation in this country is by no means an unimportant one. There are a great many young

people of the second generation in the colleges and universities, as well as in the lower grades of the public schools, whose ambition seems to be to destroy any traces or suggestions of the fact that they are descended from a generation which was not ashamed of being the architect of its own fortune. There is, in other words, something of a feeling that one acquires caste on account of being unable to do the things which must be done in order that the industrial life may go on as it should. I do not know just how general this sentiment is, but I believe that it is quite general and that a very large number of young people suffer as a consequence and early come to assume a wrong attitude toward life. It seems to me that many of the very great social and economic evils from which we are suffering most today are due to the fact that so many people do not have a right appreciation of values and the creation of values. The individual who has not through his own efforts, through the use of his own muscles, discovered in a general way what man's possibilities are in the way of creating values, is very unlikely to have a proper appreciation of his own rights in the matter of acquiring wealth. If all of the people engaged in commercial enterprises were people who had had experience in creating values with the help of the soil and climatic conditions, or in any of the manifold ways in which values can be created in the industrial world, they would be less liable, I think, to engage in enterprises or undertakings which would result in the confiscation of the fruits of other people's labors. It is not otherwise possible for such people to know the real joy of creating something that is worth while, to have made something with one's own hands, to have put one's own thought into the things that can be seen and handled. It is out of such experience that a proper appreciation of one's relations to, and attitude towards, his fellow men must grow. Such experience supplies the best possible basis for the development of the highest and sanest moral, social and economic ideals, and the loss to society as a consequence of our failure to utilize the opportunities suggested is incalculable. Any scheme or system of education should be appreciated in large measure in accordance with the extent to, and the skill with, which it recognizes and provides as early as possible in the life of young people for the most fundamental and thoroughgoing preparation for the development of these same standards and ideals.

It is perhaps well enough to proceed upon the assumption that the ultimate end is properly enough, to a certain extent, the culture and refinement which is generally found in the lives of those who have known a certain amount of leisure,

but it is necessary to bear in mind that these are only highly developed and differentiated expressions of more general and fundamental qualities. The greater part of human effort always has been and must always be exerted in one form or another, sometimes on a very low plane and at others on a very high plane, in the endeavor to supply food, clothing and shelter. I mean to assert this as true of no particular class of human beings, but of society generally, for it is true that practically every form of human endeavor that can be suggested is either directly or indirectly related to these same fundamental and primitive needs.

I have referred thus at length to the province and function of industrial training not for the sake of justifying the demand for increased recognition for it, but rather for the purpose of indicating the character and extent of the preparation desirable on the part of teachers. I am not disposed to think that the need can be met, at least in so far as the elementary schools are concerned, by supplying special teachers, even if that were possible, as it is not. I am inclined to think that the teacher whose preparation is general rather than special can do far more effective work in the elementary schools along the lines of industrial education. The teacher who is to do this work should not be one whose knowledge is mainly theoretical. Of course, I am referring to a more or less ideal condition of affairs and am assuming that, were it possible to have what we should like to have in the way of a teacher for this work in the public schools, we should want one who not only knows but has a practical knowledge of elementary agriculture, horticulture and household economics, including cooking and sewing, together with much of the work now offered as manual training. At the same time I appreciate the fact that most teachers now employed could not begin to meet these requirements. I also appreciate the fact that most of the teachers now being trained in schools that train teachers will not receive the instruction which would enable them to meet these requirements. In our own school we are offering two years of work in household economics which does not include, as a general thing, any work in sewing. We offer also short courses in drawing and manual training. The work of this kind now done by students in normal schools is not done with the idea of fitting them to teach industrial work so much as it is for the personal benefit of the student himself.

In order that the best results may be had in any endeavor to carry on industrial work in the public schools there must be a rearrangement of the courses of study. A new basis of

determining the arrangement must be supplied and until that shall have been accomplished it will not be possible to meet the need, even though teachers were all trained in the several aspects of industrial work. The need is not that industrial work should be added to the work now being done, but rather that it should be a very important, if not the fundamental, part of the whole structure. I am inclined to think that the group of interests and activities which are suggested by the expression "industrial education" should be the center about which all of the work offered in the elementary and secondary schools should be arranged.

Until some such re-arrangement of the courses to be offered in the elementary schools can be effected, it is not to be expected that training schools for teachers will do very much in preparing teachers to meet the demand which such a re-arrangement would create. It is possible, however, even in the case of those who have already had their professional work, but have not had such work, to do a very great deal. I need only suggest the possibilities in the line of agriculture and horticulture. Then again, most teachers possess some knowledge of household economics which could be utilized with great benefit in most schools. Even in this very elementary way the opportunity for cooperation between the home and the school would be greatly increased. I am thoroughly convinced that most of the complaints on the part of teachers relative to the failure of parents to cooperate with them in their work with their children are due in large measure to the fact that so many of the parents do not find that they have very much in common with the teachers. The industrial work would supply many points of contact between the home and school which could be utilized with great benefit to both.

If adequate provision were made for instruction along industrial lines, the problem of training teachers to do such work in the public schools would be easily solved. Under such circumstances the intending teacher would carry with her to the training school a knowledge of industrial work which would need, perhaps, to be added to and perfected in certain respects, but in the main the only problem of the training school would be such as is now generally met in preparing teachers to teach any other line of work. The problem of the training school, in short, would be largely a professional one. The student's general knowledge of physiology, neurology, psychology, chemistry and hygiene, as well as that of botany, zoology and other less important lines of work, would be drawn upon constantly. Perhaps that portion of

psychology which would have the most meaning under such circumstances is that which relates to the motor elements of consciousness. It hardly needs to be said that the teacher of industrial work, as well as any teacher, should be well acquainted with the fundamental facts of physical growth and control. We can best appreciate the nature of mental growth after having come to an appreciation of the fundamental facts of physical growth.

Anything like a suggestive statement of the interesting and pertinent facts relative to the motor side of consciousness, from the point of view of their significance in any consideration of industrial work, would require no small amount of time and cannot be attempted now. I do wish, however, to direct attention to the importance attached to the expression side of consciousness by Professor James. You will think at once of the reflex arc and recall the fact that it is he who has said it is, or should be, the destiny of every impression or afferent process to issue finally in the form of an expressive or efferent process. The knowledge of the nervous system supplied by neurologists shows how the arrangement of the great associative tracts of the nervous system are adapted to meet that very need. Between the impression or afferent process on the one hand and the active expression or the efferent process on the other, are the associative processes. The relations which exist between these several association centers themselves and the centers for the sensory—motor areas, which latter are the same in the main, are supposed to supply the proper neurological basis for whatever degree of unity the human mind possesses. There is at all times uninterrupted and ready communication between any one of these centers and all others, in the normal mind, and we are warranted in saying that such a mind is well unified, that there is self-control, power of adaptation and adjustment, in short, that there is that degree of unity and control which we otherwise designate as will-power. Now if there is a proper basis of fact here for assuming the existence of such relations between the will and the association centers, it goes without saying that one of the most effective ways to develop and perfect this unity is to make certain that, as James has said should be the case, every impression shall eventually be transformed into some act of expression. The most effective way of accomplishing this is through some form of motor training and much of the best work to be accomplished in that direction is implied in the expression "industrial education," and I regard the contribution of industrial work in that direction as one of its most important.

Are Our Public Schools Weakening the Race?

By H. C. Strong

Affirmative answers in an ever increasing number seem to be given to the question raised by the venerable hymn, "Must I be carried to the skies on flowery beds of ease." The desire of men to make a fortune by sleight of hand instead of by patient toil and economy, the prevalent notion that it is desirable for a young man to have an inherited estate that will relieve him from the necessity of earning a living for himself, the abhorrence among women of housework and the active care of their children, make it pertinent to ask whether we as a people are not getting tired and preparing to give way to the yellow man who has had so many centuries of rest. Yet no lack exists of young men who will sit in comfortable easy chairs and formulate superficial plans for perfect self-working systems of government, society and religion; or of young women who gladly meet together and chatter about Bernard Shaw's plays, Browning's poetry, or the problems of home life, while the work of the home is being done by hired, and often incompetent servants. The practical consequences of this condition are the difficulty of getting able young men to stay long enough at the bottom of a business to become capable of managing its more intricate departments and a sad decline in the health of women and in their efficiency as the conservators, through biological necessity, of the race.

The extent to which this state of affairs exists cannot be accurately ascertained but a little observation will force the admission that enough individual cases are known, to warrant a discussion based on the assumption that the condition is general. Now however great the preponderance of home influences in the development of children, it cannot relieve the public schools from assuming their share of the responsibility and if the present generation is avoiding everything that can be stigmatized as routine or drudgery to such an extent as to weaken rather than to strengthen the life of the nation and to menace the stability and progress of society, we in charge of the public schools must enquire whether we have contributed to that result.

The idea is of ancient origin that mental labor (being a school teacher, doctor, lawyer, poet, novelist) is higher, nobler, more respectable, than manual labor (being a carpenter, brick-layer, stone-mason); just now there is a tendency in many quarters to reverse this view, and we hear much talk that amounts to saying the laboring man is nobler and more worthy of consideration than the man who works with his brain. I have for a long time been unable to discover any valid reason for either of these views. Suppose that for a certain purpose there must be that kind of a wheel which is made of hub, spokes, and rim. It is then the most idle sophistry to argue that the hub is the most important; for it cannot perform its function in the wheel without the other two essential parts and it is the completed whole alone that will serve the purpose: and since in any conceivable condition of human society both mental labor and manual labor are essential, the adjectives higher and lower, noble and ignoble, unworthy of respect and worthy of respect, become impertinent and fall entirely to describe the difference between the two kinds of activity.

Yet it can hardly be denied that the public schools have fostered this false classification. A career that involves a maximum of mental work and a minimum of the other has been persistently, by insinuation if not explicitly, held out as being of the higher kind. As a part of this notion or alongside of it is the idea that mental pursuits afford an easier method of earning a living and that brains command a higher market price than brawn. The effect of such ideas on girls is to make them expensive luxuries from the point of view of a young man willing or maybe anxious to have a wife and a home. We seem to be rapidly reaching a condition among our "educated classes" in which a man in order to have a wife and a home must be able financially to support two women, one to attend teas, card parties, study classes (his wife); the other to do the cooking, sweeping and other housework (the servant). I believe this goes far to explain why the so-called educated class fails to perpetuate itself. Statistics show that if our colleges and universities had to recruit themselves from the children of their graduates, they would in a surprisingly short time become extinct from lack of students.

One instance of a young man inspired with the high ideal of mental work and the currently superficial conception and misunderstanding of the value of brains over muscle, I will give, admitting most joyfully that it is extreme, but respectfully asking whether it does not sound a note of warning. He

entered a business house in what he deemed the intellectual department, that of book-keeping—where he was free from the grime of the stock room. He showed good ability in many ways and eventually his employers wished to promote him to a responsible position. It would be necessary however for him first to go through some of the "drudgery" that he had been seeking to escape. That he refused to do, and being denied the promotion without it, left the firm. I believe he has ever since been employed but he has clung to his notion of respectability and is no farther along in the world than when he resigned except in one respect. He has solved through his persistent thinking the problem of living by his brains and avoiding drudgery; and when he has won over enough voters to his plan, they will confiscate all private property and divide it up among the population share and share alike.

The desire to escape routine or drudgery (these terms have come to be synonymous with what should be regarded as real work) is accentuated by the way in which achievement is dwelt on in the public schools almost to the exclusion of considering the means by which men achieve. A biography so brief as to be no biography is hurried over and then the children begin a "study" of his finished product. If a recent work I read is accurate, Oliver Goldsmith toiled on a crust in a garret for twenty years before he succeeded in writing anything that gave him a place in the world of letters. We read "She Stoops to Conquer," analyze it, go to the theatre to see it acted, and say we are getting hold of Goldsmith's achievement, and maybe we are but pray what name shall we give to those twenty years of ignominious work. Last summer I talked with a young man who has been pursuing a literary career for two years and seemed on the point of abandoning it because only three of his compositions had been accepted for publication and after so much hard work (two years surrounded by all the comforts of life including a trip to Europe, as against Goldsmith's twenty years amid privation), he remains comparatively unknown.

I wish now to raise the question whether a large amount of time spent by pupils in graded schools on manual training and domestic science would not go far toward checking the development of a race of hot-house plants when what the world needs is men and women with stamina to endure and a healthy relish for long hard work whether mental or physical.

Summer Session

In accordance with the provisions of an act of the last legislature, establishing continuous sessions in the five Normal Schools of the state, a term of twelve weeks was held during the summer of 1907. The second such term will be held the coming summer, beginning, as indicated in the calendar elsewhere printed, June 16th and ending September 3d. This year, as last, double credit courses will be offered in a limited number of subjects during the first six weeks and in others during the latter half of the term. Review courses will also be offered during the first six weeks in the more important subjects required for the second grade certificate, but it has been agreed that in none of the schools will any student be permitted to carry more than two such subjects. A more detailed statement will appear in a separate announcement to be issued later. In the meantime additional information can be had by addressing inquiries to the President's office.

News of the School

We had a vacation of eighteen days at Christmas time. There was a general exodus from Washburn Hall, only four girls remaining. Most of the members of the faculty who do not live in town went away to their homes. We do not happen to know of anybody who really rested. That is not what vacation is for, of course. Everybody came back nearly devoid of intellect, but displaying all the evidences of having had a good time. In fact intellectual degeneration is one of these very evidences. Unloading one's mental lumber is not a bad way to begin the new year, however, for it makes room for fresh stock.

Mr. Hubbard, after a serious illness of several months, is able to return to school. Everyone is glad to see him back.

Miss Robertson of the faculty had a festive time in Chicago during the first part of her vacation. Her friends killed the fatted calf in honor of her home-coming. The calf, the vigils, and the giddy whirl were too much for one used to the steady pace of our dignified faculty. (There is a moral to this tale.) When school opened, the supervisor of manual training was represented by a "doctor's certificate." She re-

turned on the 21st of January, greatly emaciated from the grip, but stoutly asserting that she had had a good time.

Miss Murray has obtained, on account of illness, a leave of absence for several months.

Mr. Curtis Riley, formerly our instructor in biology, visited Duluth recently. They say he called on none of his old friends, not even Miss Shoesmith. We don't know what to make of this, for he gave Miss Shoesmith a rose once before her assembled class!

Perhaps the best piece of news is that Miss Post has joined the rank of housekeepers. After the holidays she went to live in a tiny cottage at Hunter's Park. There she is demonstrating that she can

"Roste and sethe and broille and frye,
Maken mortreux and wel bake a pye."

She has succeeded so well, indeed, that she has already been seen distributing pies around the neighborhood, as samples of her culinary skill. The name of the fortunate one with whom she is sharing the joys and sorrows of domestic life is—Margaret Raleigh. "Our good wishes go with the young couple," as the newspapers would say, "and may their united path be strewn with primroses." The kitchen fire went out three times during the first week. May it never go out again.

Miss Elizabeth Maddox has withdrawn from school in order to devote her entire time to the study of violin and vocal music.

Miss Bessie Hendy, who was obliged to go home for several weeks on account of illness, has returned to school.

Miss Marguerite Mitchell, '07, has gone to live in New York City.

Miss Kayla Ketcham has joined the Junior Graduate class. She has studied two years in the University of Minnesota.

Someone met Miss Flora Carpenter on the street during the holidays. She exclaimed, "Oh say! I've got a man!"

On Friday, January 31st, the Seniors gave a "bartering" party to the Juniors.

Just before school closed in December the Senior class, under the direction of Miss Long, gave a performance of Hamlet. They had been studying this play in Literary Inter-

pretation, and decided to give it before the school. This was the cast:

Hamlet	Miss Loranger
Ophelia	Miss Ruby Harris
The King.....	Miss Ina Martin
The Queen.....	Miss Brotherton
Polonius.....	Miss Nellie Anderson
Laertes	Miss Burrell
Horatio	Miss Mallory
Ghost	Miss Wakelin
Francisco	Miss Hendy
Bernardo	Miss McCabe
Marcellus	Miss Nelson
Osric	Miss Burgher

Considering the very limited time that the girls could give to the preparation of this play, the performance was a credit to the class. It showed that the Seniors have considerable dramatic talent. Miss Loranger's voice, appearance and temperament seemed well suited to the role of Hamlet. The costumes which were the best available, did not add greatly to the good effect, but seemed rather to embarrass the actors. When Ophelia appeared in the mad scene, some of the Freshmen, who were unfamiliar with the play, mistook the scene for a comic one, and gleefully giggled. One or two really funny things did happen. For instance, as the queen, after drinking the poisoned draught, fell over dead, her jeweled crown tumbled off. The queen instantly came to life and, with a grin, snatched up her crown, placed it firmly on her head, and fell over dead again, with a satisfied smile on her face.

It is to be hoped that the Seniors will give another play this term.

Classes in Spelling and Penmanship have been organized. It was felt by the faculty that these two important subjects had been sadly neglected for others considered more important, and that the only way to create a wholesome respect for them was to make them required studies for all students who need such work.

On account of the illness of her little son, Mrs. Lyons is obliged to be out of school for a short time.

The Department of Mathematics has secured some interesting stereopticon slides on the history and development of Arithmetic. These will be used in connection with the elementary and advanced graduate courses in Arithmetic.

January 1st the following program was given in chapel in honor of the one hundred forty-ninth anniversary of Robert Burns' birthday.

1. SongAuld Lang Syne
Glee Club.
2. Sketch of Burns' Life—
Miss Nichols.
3. Song.....O Wert Thou in the Cauld Blast
Glee Club.
4. Readings from Burns' Poems—
Miss Robertson.
5. Quartette.....Flow Gently, Sweet Afton
Miss Guerin, King, Merritt, Hopkins.
6. Solo.....Ye Banks and Braes o' Bonnie Doon
Miss Reynolds.
7. Solo—(a) John Anderson My Jo.
(b) A Bonnie Lass.
Miss Van Stone.
8. My Heart's in the Highlands—
Glee Club.

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DULUTH, MINNESOTA



FIFTH ANNUAL CATALOGUE

**With Announcements For
1908-1909**

State Normal Board.

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HON. JOHN C. WISE, Resident Director.....Mankato
HON. ALVAH EASTMAN, Resident Director.....St. Cloud
HON. C. E. NYE, Resident Director.....Moorhead
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History and Civics.

JESSE W. HUBBARD, A. M.
Physics, Chemistry and Geography.

HERBERT BLAIR, B. S.
Biology and Geography.

ANNA N. CAREY, A. B.
English Literature, English Grammar and Composition.

KATHERINE D. POST, B. L.
Latin.

BEULAH I. SHOESMITH, B. S.
Arithmetic, Algebra and Geometry.

ETHEL MAE LONG,
Reading and Expression.

IDA E. VAN STONE,
Music.

FLORENCE D. PETTENGILL,
Domestic Science and Preceptress of Washburn Hall.

ELIZABETH WELLES ROBERTSON, Ph. B., Ed. B.,
Drawing and Manual Training.

OLIVE B. HORNE,
Seventh and Eighth Years, Training School.

MARY A. DOELL,
Fifth and Sixth Years, Training School.

CECIL M. PALMER, A. B.,
Third and Fourth Years, Training School.

EVELYN R. LYONS,
First and Second Years, Training School.

MARGARET J. QUILLIARD,
Kindergarten.

RUTH ELY,
Librarian.

Assisting in the Summer Term of 1907.

E. A. FREEMAN,
Mathematics.

ELEANOR M. THOMSON,
English.

EMOGENE LECTRA,
English.

RIZPAH del. MITCHELL.
Music.

General Statement.

Legislative provision was made for the State Normal School at Duluth in 1895, when it was enacted that there should be established "under the direction and supervision of the State Normal School Board, at the City of Duluth, in the County of St. Louis, a Normal School to be known as the State Normal School at Duluth; provided said city shall donate to the state a suitable tract of not less than six (6) acres of land, to be approved by the Normal School Board, for the location, use and benefit of said school, within twelve (12) months from the passage of this act; provided further that no money appropriated for the erection of buildings for said school shall be expended prior to the year one thousand eight hundred and ninety-six." (1895. C. 184.)

In 1897 an appropriation of \$5,000 was made for the foundation, and in 1899 the legislature voted \$75,000 for the erection of the building, making one-half the amount available in 1900, and the other half in 1901. The building thus provided for was well along toward completion when, in February of 1901, it was destroyed by fire. Fortunately it was well protected by insurance and it was possible to rebuild without further aid from the State. The work of reconstruction was not completed until the middle of the following winter and for that reason the opening of the school was delayed until the fall of 1902.

All of the Courses of Study approved by the State Normal Board and offered in the other four schools are offered here. The courses include, in addition, two years work in household economics which is required of all students in the Junior and Senior years. A model school, including all the grades from the first to the eighth and a kindergarten, is maintained.

Summer Sessions.

The State Legislature of 1907, enacted a law establishing summer sessions of twelve weeks in each of the five Normal Schools of the State. This act carried an appropriation of \$30,000 for the support of such sessions during the next two years, and the first such session was held last summer. As provided by the law, these summer sessions are to "be a part of, and in all respects be

the same as, the sessions now provided by law. The provisions for attendance at these summer sessions shall be the same as those now in force and the arrangement of the terms in the school year shall be such as to most fully conserve the welfare of the rural schools."

Since many thousands of Minnesota teachers attend school during the summer months, it seems especially desirable to utilize the superior equipment and other advantages afforded by the State Normal Schools in their training. The school library and laboratories will be at the disposal of all students, subject only to such conditions as exist in any other term. These are ample in every way and afford every facility and convenience necessary to the work of a student in a Normal School.

This summer term is intended primarily to meet the needs of rural and other teachers who feel that they cannot afford to attend school when they can teach. The work will be organized and carried on as largely as possible for their benefit. At the same time, it is the regular work of the school that is to be carried on. Certain grades of the Model School may be in session and open to students for purposes of observation.

Generally speaking, the conditions of admission to work for this term will be the same as those for any other term. For the coming summer, however, as in former sessions, review or non-credit courses of six weeks will be offered in second grade subjects, especially Reading, English Grammar, Geography, Arithmetic and United States History. No examination will be necessary for admission to this non-credit work, but the faculty of the school will admit such students as desire to take it and seem qualified by maturity and previous training to pursue it successfully, but no student will be permitted to carry more than two such review courses. All other work will be credit work and double credit courses will be offered in some of the common branches during each of the six-week periods.

Further information concerning the summer session can be had by addressing the President's Office.

The Building and Equipment.

The building is thoroughly modern in construction and equipment. It is located in one of the most attractive parts of the city, overlooking the waters of Lake Superior from a height of more than three hundred feet.

The laboratories are large and well arranged. The furniture and apparatus are new and excellent in every way. The present

equipment of the several laboratories represents an expenditure of not less than \$15,000 and is entirely adequate for the needs of the school.

A large and well-lighted room has been equipped for manual training. It is supplied with twenty benches of the most approved make and all of the necessary tools and instruments.

At the annual meeting of the State Normal Board in June, 1903, the establishment of a Department of Domestic Science in the State Normal School at Duluth was authorized. This action was taken in response to a proposal on the part of the women of the various clubs of Duluth to furnish the equipment for such department provided the School would employ a teacher. The offer was accepted, the equipment supplied and a teacher employed. The work of the department has been in progress since that time, and the results thus far achieved are highly gratifying, both to the School and the women whose interest and support made them possible.

The library contains more than four thousand well-selected volumes.

Purpose and Plan of the School.

The purpose of the school, as of the other four State Normal Schools is to train teachers for the common schools of the state. Two departments are maintained:—the Normal Department proper, and the Training Department. The courses of study in the Normal Department are six in number, as follows:

- I. The Academic-Professional Courses:
 1. The Advanced English Course of five years.
 2. The advanced Latin Course of five years.
- II. The Graduate Courses for high school and college graduates:
 1. The Advanced Graduate Course of two years.
 2. The Kindergarten Training Course of two years.
 3. The Elementary Graduate Course of one year.
- III. The Elementary Course of three years.

The three advanced courses lead to an Advanced Diploma, which by endorsement after two years of successful teaching, becomes a life certificate of the first grade. The Elementary Graduate Course leads to an Elementary Diploma for high school graduates, which, upon endorsement after two years of successful teaching, becomes a state certificate of the first grade good for five years, and is subject to renewal by re-endorsement. The Elementary Course leads to an Elementary Diploma, which, after two

years of successful teaching and upon endorsement, becomes a state certificate of the first grade, good for five years and subject to renewal by re-endorsement.

The Academic-Professional Courses.

The amount of academic work required in these courses corresponds quite closely to that offered in the ordinary four-year high school course. There is, in addition, provision for special training in Psychology, the History and Philosophy of Education, Methods, Observation and Practice work in the Training Department. A detailed statement of the work offered in these courses will be found in the Synopsis of the Courses of Study.

The Graduate Courses.

These courses are arranged to meet the needs of college and high school graduates. The work is largely professional and may be completed, as elsewhere indicated, in one and two years. The one year, or Elementary Graduate Course, is intended for those graduates of high schools who cannot spend more than a single year in preparation for teaching.

The two-year or Advanced Graduate Course is much richer in subject matter and its completion insures a more satisfactory training. Graduates from this course are in greater demand as teachers. School boards in many of the more important cities of the state, Duluth among others, refuse to employ graduates of the Elementary Graduate Course. The advantages of the advanced courses are such that students should make sure of their inability to spend two years in the school before deciding on the Elementary Graduate Course.

The Kindergarten Training Course is two years in length, and is practically a division of the Advanced Graduate Course. The outline of work will be found on page 29. Only such students as are qualified to enter on one or the other of the graduate courses can undertake this course.

The Elementary Course.

It is planned to meet the needs of those persons who have not had the advantages of a high school training and who expect to qualify for work in the rural schools. It is also expected that it will meet the needs of those already teaching in the rural schools who desire a more adequate training for their work.

Conditions of Admission.

I. To the Academic-Professional Courses.

Persons holding a State Teachers' Certificate of the Second Grade are admitted to the first year class without examination. Others are required to pass satisfactory examinations in Arithmetic, English Grammar, Geography, United States History and Physiology, or to present certificates from the State High School Board.

Persons holding State Teachers' Certificates of the First Grade, valid at the time of presentation, are entitled to twelve credits on either of the five year courses or the Elementary Course; provided (1) that the subjects to be credited shall be credited by the President in conference with the student, and (2) that the average of the certificate be not less than 75 per cent, and (3) that subjects in which the standings are less than 75 per cent shall not be credited and shall reduce the number of credits allowed proportionately.

Admission to advanced standing in any of these courses will be determined by examination in the subjects completed by the class to which admission is sought, or by the presentation of other satisfactory evidence of the ability to do the work of the class.

II. To the Elementary Course.

The conditions for admission to this course are the same as those for the Academic-Professional courses, except that only older and more mature students will be permitted to enter on it.

III. To the Graduate Courses.

Graduates of approved high schools having a four years' course who present credits representing fifteen units of work done therein (a unit being daily work for a year of at least nine months) will be admitted to the Advanced Graduate Course without examination or other condition, and to the Elementary Graduate Course in like manner provided they present satisfactory records in Civics, United States History, one Biological Science (Botany or Zoology), and one Physical Science (Physics or Chemistry). If these subjects have not been pursued in high school, standings in them must be obtained in the Normal School. The record in Physics must represent not less than one full year's work. While Physiology is a required subject either high school or grammar school records will be accepted.

Students who have not completed the work of a high school

course will be admitted conditionally and required to make up the work.

Students from high schools having a three years' course of study will be admitted to either of the Graduate Courses, but will be required to remain in school at least four terms if admitted to the Elementary Graduate Course. If the preparatory work does not meet the requirements above mentioned the deficiencies must be made good by additional work.

High school graduates who shall have taken, as post-graduate work, at least a half year's work in Normal subjects as offered in the State High Schools may receive credit for subjects in which they have done a full semester's work, provided (1) that these credits shall apply only on the two year graduate course and (2) that the President reserves the right to test the quality of work for which credit is asked.

IV. To the Kindergarten Training Course.

The conditions governing admission to this course are identical with those applying in the case of the Advanced Graduate Course. (See III above and page 29.

The demand for kindergarten teachers is far in excess of the supply. The number of requests that have come to the school for such teachers during the past few years have been many times more numerous than the number graduated from the course. This fact together with the general value of the work done make this course an unusually attractive one.

V. To Special Work.

Persons holding a teacher's certificate of the second grade and having taught in any public school in this state with ability and success for a term of six months, will be admitted to the school for the purpose of doing special work. Such applicants for admission must satisfy the President of the School that they are prepared to do the work with the regular classes in the subjects they may choose. Any selection of work is to be subject to the approval of the President. They must also present certificates from the superintendents under whom they have taught, testifying to their success and fitness for the work of teaching.

Courses of Study for the State Normal Schools of Minnesota.

Revised and adopted by the State Normal Board, Feb. 1907.

GRADUATE COURSES.

ADVANCED GRADUATE COURSE.

First Year.

Fall Term.	Winter Term.	Spring Term.
Psychology	Psychology.	Pedagogy.
Drawing.	Arithmetic.	Reading.
Geography.	Geography.	Nature Study.
Music.	English Grammar.	English Grammar.

Second Year.

Literature and Themes.	History and Phil- osophy of Educa- tion.	History and Phil- osophy of Educa- tion.
History.	History and Civics.	Teaching.
Social Science.	Manual Training.	School Management.

ELEMENTARY GRADUATE COURSE.

Fall Term.	Winter Term.	Spring Term.
Educational Psycho- logy.	Pedagogy.	Observation and Teaching.
Arithmetic.	English Grammar.	Geography.
Drawing.	Music.	Nature Study.
	Reading.	School Management.

ACADEMIC-PROFESSIONAL COURSES.

LATIN COURSE.

First Year.

Fall Term.	Winter Term.	Spring Term.
Latin Lessons.	Latin Lessons.	Latin Lessons.
Algebra.	Algebra.	Algebra.
Geography.	Geography.	Reading.
English Composition.	Drawing.	Drawing.

Second Year.

Caesar.	Caesar.	Caesar.
General History.	General History.	Rhetoric.
Plane Geometry.	Plane Geometry.	Music.
Reading.	Manual Training	Manual Training.

Third Year.

Cicero.
 Physics.
 Botany or Zoology.
 English Grammar.

Cicero.
 Physics.
 Physiology.
 Literature.

Cicero.
 Physics.
 Botany or Zoology.
 Literature.

Fourth Year.

Virgil.
 English and American History.
 Psychology.
 Arithmetic.

Virgil.
 American History.
 Pedagogy.
 Arithmetic.

Physiography.
 American History.
 Psychology.
 Arithmetic.

Fifth Year.

Literature.
 Social Science.
 American History.
 Teaching.

History and Philosophy of Education.
 Teaching.

History and Philosophy of Education.
 Theme Writing.
 Civics.
 School Economy, 1-3.

ENGLISH COURSE.**First Year.**

Fall Term.
 Algebra.
 Geography.
 Reading.
 English Composition.

Winter Term.
 Algebra.
 Geography.
 Drawing.
 English Composition.

Spring Term.
 Algebra.
 Drawing.
 Music.
 Reading.

Second Year.

General History.
 Plane Geometry.
 Music.
 Zoology.

General History.
 Plane Geometry.
 Manual Training.
 Zoology.

General History.
 Solid Geometry.
 Manual Training.
 Rhetoric.

Third Year.

Physics.
 English and American History.
 Arithmetic.
 Botany.

Physics.
 American History.
 Arithmetic.
 Literature.

Physics.
 American History.
 Botany.
 Literature.

Fourth Year.

Psychology.
 English Grammar.
 Chemistry.
 American History.

Psychology.
 English Grammar.
 Chemistry.
 Physiology.

Pedagogy.
 Civics.
 Physiography.
 Arithmetic.

Fifth Year.

Literature.	History and Philos-	History and Philos-
Social Science.	ophy of Education.	ophy of Education.
Teaching.	Teaching.	
Literature.	Theme Writing.	School Economy.

ELEMENTARY COURSE.**First Year.**

Fall Term.	Winter Term.	Spring Term.
Algebra.	Algebra.	Algebra.
English and Amer-	American History.	American History.
ican History.	Geography.	Music.
Geography.	English Composition.	Reading.
English Composition.		

Second Year.

Geometry.	Geometry.	Zoology.
Zoology.	Music.	Drawing.
Reading.	Literature.	Literature.
Arithmetic.	Drawing.	Arithmetic.

Third Year.

Physica.	Physica.	Physiology.
English Grammar.	English Grammar.	Rhetoric.
Botany.	Civics.	Professional Work.
Professional Work.	Professional Work.	

Descriptive Outline of the Work in the Different Courses.

Psychology.

Course I. Two terms in all Advanced courses.

Term I. The major part of the work of this term is an observational and descriptive account of the neural basis of consciousness. The material consists of a number of brain models, brain preparations for gross sections, histological preparations from the spinal ganglia, cord, cerebellum and cortex, and of a number of charts. The sense organs are studied from Ausous's models, from charts and from literature. The laws and theories of nerve-action are studied (1) by laboratory experimentation, (2) from the literature of comparative psychology and (3) from the experiences of common life. The connections between physical stimuli, nerve-action and mental states are studied by performing the standard experiments in this field. Experiments are selected from the texts of Sanford, Witmer and Titchener.

Term II. This term comprises an analytic and synthetic study of consciousness. Its component processes, their genesis, their nature, their function and interrelation are surveyed and interpreted from the biological point of view. Text-book: Angell's Psychology.

Course II. Educational Psychology. This subject is given in the Elementary Graduate Course and as the first term of Professional Work in the Elementary Course. The work is largely descriptive of the connections between sense organ activity and mental states, between mental states themselves, and between mental state and actions. The reflex act as a type of action is expanded to include the functions of the cortex, that is, its associational, inhibiting and volitional activities. The latter half of the term is devoted to a consideration of the principles of growth and development of child life and the ways in which they relate to school life.

Reference books: Kirkpatrick's Fundamentals of Child-Study; Thorndike's Elements of Psychology.

Pedagogy.

This work is given in the Advanced and Elementary Graduate courses and for the second term of Professional Work in the

Elementary Course. The object of the work is to enable the student to construct a coherent body of principles for guidance in the business of teaching. For this purpose the results of the preceding courses are freely drawn upon, particularly those relating to learned and unlearned activities and to mental connections. Three aims are kept in view (1) to see that the principles rest upon the verifiable facts of psychology, (2) that they are arranged in a logical manner, (3) that they have a close and rational bearing on the art of teaching.

Text: Principles of Teaching by Thorndike.

History of Education.

Term I. History of Education. The work in this subject consists for the most part of an intensive study of the educational classics. The classics used are: Plato's Republic, Locke's Thoughts on Education, and Rousseau's Emile. A descriptive account is given of the Great Didactic and of the schools of the middle ages.

Books of Reference: Monroe's History of Education, Comparye's History of Pedagogy, Painter's Pedagogical Essays from Plato to Spencer.

Term II. This course is in part a continuation of the preceding. Pestalozzi's Leonard and Gertrude and Spencer's Education are read and discussed in class. The latter part of the course is devoted to the ethical, social and psychological ideals as found in the works of Locke, Rousseau, Pestalozzi, Spencer and Herbart. These two courses are planned to support and supplement the principles evolved in Psychology and Pedagogy.

School Management.

One-third of a Term. School Management is required in all the courses. It considers the different types of school organization, the classification of pupils, supervision and school appliances. Special attention is given to school hygiene, including the diseases and disorders which the school may cause or aggravate. Heating, ventilation, lighting and decoration of school buildings, seating of pupils, arrangements of the daily program and of courses of study, and the state school laws are studied.

Observation.

This course is taken by all students during the term preceding the one in which they teach in the Training School. It extends through one term and occupies at least one period of a day. The course furnishes the student an opportunity to observe model

lessons given by the critic teachers and to become pretty well acquainted with the regular work of a graded school as seen in the Training School. They are required from time to time to submit to the critic teachers a "lesson plan" developed from some one phase of a series of model lessons. These lesson plans are criticised by the teacher giving the model lessons, and then returned to the student. The students are further required to present weekly reports of their observation or discussion by the other members of the class, supervised by the director of the Training School.

Training School and Teaching.

The Training School includes the eight grades below the high school, and a Kindergarten. A review class, or ninth grade, has been added to the grammar grades of this department. The work corresponds very closely to that done in the grades of the public schools of the state and will qualify those who complete it to enter the high schools; or, in case the student completes the work of the ninth grade, to enter the first year class of the Academic Professional courses. The course of study for the Training School includes Manual Training and Domestic Science.

The teaching force consists of the supervisor, the principals of the several departments and the duly qualified members of the senior class.

The purposes of the school are (1) to maintain, as far as possible, ideal school conditions to serve as models for the prospective teacher, and (2) to furnish an opportunity for the pupil-teachers to demonstrate their natural and acquired qualifications for practical service in our public schools.

The supervision consists in giving model lessons in the presence of the pupil-teachers; in holding weekly conferences at which the special work of the pupil-teacher is sympathetically discussed and criticised; in citing literature bearing on her daily work, and in assisting in whatever way the needs of the hour may suggest.

History, Civics and Social Science.

General History. Three terms in the Advanced English and two terms in the Advanced Latin course. The work includes the Orient and Greece, Rome, and Continental Europe to the fall of Napoleon. The object of the course is to fix firmly in the minds of the students the most important facts and at the same time to lay a general foundation for more extended study.

English and American History. Three terms in the Advanced Latin, Advanced English and Elementary courses. By teaching English and American History as one subject it is possible to bring

out clearly the relations between the two from the reign of Elizabeth to the end of the American Revolution. The text book used is Channing's Student's History of the United States. The work in English history is given by lectures and assigned reading in the library, and is made wholly to subserve a clear understanding of the development of the United States by subjects of the English government. Throughout the course students are encouraged to collect and preserve material that will be of value to them later in teaching in the graded schools.

History and Civics. Two terms in the Advanced Graduate Course. This work takes the place of, and is in addition to, that heretofore known as Reviews and Methods in History. It is conducted on the theory that knowledge of the subject is the first requisite to good teaching. Special topics in United States history are studied from the sources and from the writings of accredited scholars. The work in history is made to include that of "civics" and civil government. For instance, town government in New England and county government in the southern colonies; alliances and international relations at points where they arise; the relations between state and federal power during the revolutionary war, under the articles of confederation, under the constitution at the time it was formed, and at the time of the Civil War.

Elementary Civics. One term in the Elementary Course. The work is confined to a simple outline of the United States government, the government of the state of Minnesota, of a county, and of a city. Particular attention is paid to the method of nominating and electing public officers and to the duties of citizens in a republic.

Advanced Civics. One term in the Advanced Latin and Advanced English courses. The work is much the same as that of the Elementary Course but includes a wider range of discussion and some consideration of the theory of government.

Social Science. One term in the Advanced Latin, Advanced English and Advanced Graduate courses. The work is necessarily very elementary in character and is limited to a consideration of the more obvious phases and practical problems of social life. The more important social questions rather than the science of sociology, are studied from a practical point of view and with some reference to their bearing upon the work of the school. Special problems or questions will be assigned for individual study, the results of which will be summarized for the benefit of the class. The text used is Wright's Practical Sociology.

English.

English Composition. Two terms in the Advanced English

and Elementary courses and one term in the Advanced Latin Course. In this course almost daily practice is given in the simpler forms of composition. Students are required to depend chiefly upon personal observation and experience for material, though the imagination plays an important part in the latter work. Webster's Elementary Composition is used.

Rhetoric. One term in the Advanced English, Advanced Latin and Elementary courses. This course is a continuation of composition. It includes, however, in addition to the purely original work, oral and written abstracts of magazine articles, extended arguments, short biographies and book reviews. A constant effort is made to lead students to criticise their own work intelligently. The text used is Spaulding's Principles of Rhetoric. In addition to this work, a little time will be given to the study of the most important classic myths.

Grammar. Two terms in the Advanced Graduate, Advanced English and Elementary courses, and one in the Advanced Latin and Elementary Graduate courses. Longmans' English Grammar is used as a text, but constant reference is made to such authorities as Mason, Whitney, and Lounsbury. A portion of the time is given to the discussion of those problems which arise in teaching language in the grades.

English Literature. Four terms in the Advanced English and Advanced Latin courses and two terms in the Elementary Course.

I. An introductory course:

- (a) Characteristics of Celtic and early English literature and the influence of Christianity. A translation of Beowulf is studied.
- (b) Influence of the Norman Conquest. Chaucer's Prologue to the Canterbury Tales; The Knight's Tale; Book I. Spenser's Faerie Queene.

II. The Rise of the Drama:

- (a) Mystery plays; early historical plays; Marlowe, Ben Jonson.
- (b) Shakespeare; Julius Caesar; King Lear; As you Like It.

III. Essays and poems. It is the aim of this course to give students some acquaintance with all the chief essayists and poets from Bacon and Milton to Browning and Stevenson, and to lead to the intensive study of a few characteristic productions.

IV. The Novel. After tracing briefly the origin and development of the English novel, the class will make a study of the following authors: Defoe, Johnson, Goldsmith, Jane Austen, Scott, Thackeray, George Eliot, Dickens.

Literature and Themes. One term in the Advanced Graduate Course. It is the purpose of this course to familiarize students with the great classic myths, both Greek and Teutonic, representative folklore and famous ballads, and to show how all these may be presented to children in the grades. In connection with the foregoing much theme work will be required.

Theme Writing. One term in the Advanced English and Latin courses. The class meets every day for discussion and criticism. A large amount of reading is required, and students are frequently called upon to deliver brief addresses before the class.

Reading. Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. The aim will be to interpret literature and read it aloud intelligently. Although nothing will be attempted in the way of formal "Elocution" some attention will be given to the manner of using the voice. Many short poems will be committed to memory and recited. Representative American classics will be studied. In order to get a broad survey of the literature of our country, a considerable amount of outside reading will be required. It is hoped that this course will give a somewhat comprehensive knowledge of the development of our literature from Colonial times to the present day. Part of the second term will be given to the study of methods of teaching reading.

Course II. One term in the Advanced Graduate and the Elementary Graduate courses. This course will be devoted in part to the study of methods of teaching reading. The work will be based upon American classics, and also, if time permits, upon some one of the following: *She Stoops to Conquer*, *The Rivals*, *The Merchant of Venice* and *Macbeth*.

Latin.

The study of Latin extends through a period of four years and meets the college entrance requirements:

- I. Latin Grammar.
- II. Caesar.—Books I-IV. of the Gallic Wars.
- III. Cicero.—Six Orations: *Cataline's Conspiracy*, the *Citizenship of Archias* and *Pompey's Military Command*.
- IV. Virgil—Four Books of the *Aeneid*.

In all classes the students are required to get the meaning as far as possible from the Latin and then express it in clear idiomatic English. This cannot be done without a knowledge of Latin Grammar. Daily work is given in Latin prose composition throughout the second and third years and a thorough grammatical



Chemical Laboratory



Physical Laboratory

review in the fourth year aims to establish the grammatical principles of the language. In addition to translating the orations of Cicero, a study of them as orations and as argumentative literature is made. Effort is also made to appreciate the Aeneid as one of the great pieces of literature. Sight reading will be practiced throughout the course as time permits.

Physical Sciences.

Physics. Three terms in the Advanced English and Advanced Latin and one in the Elementary Course. Two afternoons each week are devoted to laboratory work in which each student performs a selected list of experiments, both qualitative and quantitative, to verify the laws of mechanics, heat, light, sound and electricity. The student is required to keep a permanent note book for recording the results of the experiments and for making sketches of the apparatus used. The recitation periods in the forenoon are devoted to a discussion of the laboratory work in connection with subjects treated in the text, and to practical problems and exercises involving the law studied. A number of different texts are placed upon the laboratory reference table. Special attention is directed to those parts of the subject which will help in the study or teaching of the common branches, such as the simple mechanics in Physiology, the properties of gases in their relation to the atmosphere, and the production and distribution of heat in evaporation, winds, rain and snow.

Chemistry. Two terms in the Advanced English Course. The properties of the principal chemical elements are demonstrated by experiment. The student learns how new substances are formed by different combinations of the elements and how, by reason of their solubility or other properties, substances may be separated into their component parts. As in physics, the time is divided between the laboratory and class work. Notes on the results of experiments and sketches of apparatus are made in a note book which receives careful examination by the instructor.

The recitation is devoted to a discussion of the experimental work, the solution of practical exercises and to a consideration of the fundamental theories of the science. Particular attention is given to those parts of the work which have special significance in the study of the common branches.

Geography.

Course I. Two terms in the Advanced English, Advanced Latin and Elementary courses. An effort is made to have the student attain the point of view that will enable him to under-

stand and appreciate the most important principles of the science. The complete understanding of geography requires the study of other sciences. Type features of the earth are accordingly studied with reference to their geological development. Local land forms are carefully observed. Frequent out-door excursions are made in order that the student may have direct contact with geographical phenomena. The elementary principles of meteorology are studied to explain the cause and effects of wind, clouds, rain, snow, temperature and atmospheric pressure. By careful observation and experiments the student gets a rational explanation of climatic conditions in different parts of the earth. For this work the department is provided with a standard mercurial barometer, maximum and minimum thermometers, psychrometer and rain gauge.

It is further shown how the character of the earth's surface and the climate make possible particular kinds of animal and plant life which react upon man, producing different environments and hence different races, religions and degrees of intelligence.

Course II. Two terms in the Advanced and one in the Elementary Graduate course. The earlier part of the course deals with the elements of physical and mathematical geography necessary as a foundation for the study of life geography. Special attention is given to the study of climate. A detailed study of the topography, climate and natural resources of Minnesota and the study of the other states using Minnesota as a basis of comparison completes the work of the first term. The rest of the world is studied during the second term using Minnesota as a basis of comparison as in studying the United States.

In order to develop the ability to read maps accurately and rapidly a great many outline maps (over a hundred throughout the course) are filled in illustrating each lesson. Advantage is taken of the large shipping and manufacturing industries of Duluth and afternoon field trips are made to the ore docks, blast furnace, match factory, grain elevators, flour mills, ship yard, saw mills, furniture factory, weather bureau, fish hatchery, etc.

Physiography. One term in the Advanced English and Latin courses. The fundamentals of this subject having been included in Course I., the work of this term is devoted to a study of political geography. The principles of physiography already studied are used to interpret commercial, industrial and other geographical conditions.

Biological Sciences.

The object of the work in this department is to train the student in habits of close and accurate observation and fit him for

teaching nature study in the grades. A combination of the text book, laboratory and lecture methods furnishes variety and interest. Field trips are often substituted for the laboratory work in order that the habits of animals and plants may be studied in their natural environment.

The equipment of the department is new and of the latest patterns.

Botany. Course I. Two terms are required in the Advanced English Course and offered as an elective in the Advanced Latin Course.

The fall term is devoted mostly to work in ecology. Coulter's *Plant Relations* being used as a text. The course involves numerous field trips and laboratory work on the material collected.

The various plant societies are studied in their relation to light, temperature, moisture and soil conditions. Some of the plant movements are noted and an attempt made to determine experimentally the cause of such movements.

The winter term is given to a careful study of seeds and seedlings and the elementary problems in plant physiology that illustrate some of the chemical changes in the composition of the seed.

Course II. One term in the Elementary Course. The work in this course is rather elementary in character, and consists of a study of those phases of plant life which are especially important to the teacher of nature study.

Zoology. Two terms, given in the fall and spring, are required in the English and Elementary courses. In the Latin Course the same amount is offered as an elective. As in Botany the ecological side of the subject is chiefly developed. Each student is expected to collect a number of insects for laboratory study—if possible two from each of the orders. By using insect cages in the laboratory the life histories are worked out and careful sketches are made of the several stages.

The second term's work is given in the spring and much of the time is given to studying birds in the field. By giving a term to insect study and another to bird study it is thought that the students will be better fitted to teach nature study than they would be if more subjects were studied.

Physiology. One term in the Advanced English, Advanced Latin and Elementary courses. (Prerequisite, the two-term course in Zoology). The primary purpose is to prepare teachers to do efficient work in the subject in the schools of the state. Secondly, it is expected that the students will gain such knowledge of the human body as will enable them to take better care of their own health and that of the pupils entrusted to their care.

Much of the work is done in the laboratory in studying the various tissues of the body, the foods and their uses, the chemistry of digestion and anatomy of the digestive organs. Experiments are made illustrating the relations of certain mental and physiological processes, especially those connected with the special senses.

Nature Study.

One term in the Advanced and Elementary Graduate courses. The Nature Study work seeks primarily to arouse a love for nature and to afford some experience in scientific observation. A study is made of the common trees in the vicinity. Branches from different trees are examined and their buds, leaf scars, year's growth and peculiarities are compared. The trees are then examined in the field and notes and sketches made of their winter condition. Later they are compared with reference to leaf and flower. The kinds of trees valuable for lumber are noted and collections of the more common kinds of woods made. The spring flowers and other plants are studied and their beauty, usefulness or noxious qualities are noted. Special attention is given to the relations of the flower to the fruit, the formation and distribution of the seed, and reproduction of plants. The common birds are studied in the light of their relations to man. Suggestions are made for the attraction and protection of birds. Practice is given in collecting, mounting and preserving insects for study and reference. The relation of insects to other animal and plant life is investigated. Plans for recording extended observations on birds, plants and the weather are discussed, and reference made to valuable sources of information. Some simple experiments with home apparatus are made to illustrate combustion, ventilation, constitution of the air, with its pressure, temperature and other phenomena.

Mathematics.

Arithmetic. Course I. Two terms in the English, Latin and Elementary courses. The aims of this course are: (1) To give a good working knowledge of arithmetic; (2) to encourage clear and logical thought, exact and orderly expression; (3) to give the prospective teacher a grasp of the subject as a whole, together with practical suggestions as to modes of presentation in the grades. Among the features of the course are: practice in actual measurement, frequent oral drill in pure number, exercises in analysis, both oral and written, and the study of selected topics in the history of arithmetic.

Course II. One term in both the Graduate courses. In this course, which is too brief to include much drill and hence can be



Drawing



Manual Training

taken with profit only by well prepared students, arithmetic is studied from the teacher's standpoint. The relations of the various topics to one another and the order in which these topics should be presented, are subjects of special study. Suggestions are made as to the correlation of arithmetic with other branches; an outline of grade work in arithmetic is given; selected texts are examined and criticised. As time allows, an attempt is made to have the student gain some familiarity with the history of the subject and with the literature which bears upon the present teaching of arithmetic.

Algebra. Three terms are required in the English, Latin and Elementary courses. The principles of the subject are thoroughly studied and frequently applied. Special pains are taken to discourage mechanical work and to lead the pupil into habits of clear and connected thinking.

Geometry. Course I. Two terms of Plane Geometry and one term of Solid Geometry are required in the Advanced English Course.

Course II. In the Latin and Elementary courses two terms of Plane Geometry are required.

Throughout the work in geometry accuracy and independence of thought are emphasized. Students are required to give proofs other than those suggested in the text and to criticize and question the demonstrations offered in class. A number of original exercises are solved. From time to time, topics in the history of geometry are assigned.

Drawing.

The work is planned with reference to the ability and needs of the students in the several courses. The aim of each course is to give students as much instruction in technique as the time allows, with historical background and an appreciative knowledge of beauty in form and color.

Brief talks are given on the lives and works of masters, and their principal works studied and analyzed from a technical point of view.

Students make collections of reproductions of famous works of art with descriptive notes. A daily sketch is required for general class criticism and occasional papers on related subjects from the pedagogical point of view.

Course I. Two terms in the English and Latin courses and one in the Elementary. During the first term the emphasis is put upon head work rather than hand-work. The principles of per-

spective, of industrial drawing, of design and of light and shade are studied.

The work of both terms includes pose-drawing; analysis and decorative use of natural forms; conventionalization of plant forms; practical application in initial letters; making of stencils, etc. A certain number of problems in industrial drawing are given, and definitions and conventions used in working drawings taught.

Course II. One term in the Graduate courses. The aim of this course is to prepare students to teach drawing in the grades according to modern methods.

The work of the term is so divided that a thorough review is given in perspective, model drawing, light and shade, cast and still life drawing, both in charcoal and pencil, sketching, and elementary work in water color.

The principles of design under the headings of Balance, Rhythm, and Harmony are taught, and applied designs executed.

Manual Training.

In this department neither the Swedish nor Russian systems, as such, are followed but both are studied and discussed. In the practice work a combination of the two is employed, the useful models being largely used as the more interesting and stimulating to the students, the exercise models involving principle only when a better understanding of a problem can be secured more quickly as a lack of time prevents any repetition of mere technique. While suggestions and certain refining and limiting conditions are given the student, the aim is to have all the models made in the work shop individual and, as far as possible, original. The greatest amount of technical skill the time allowed permits is developed. In outline the course includes:

- I. The care and use of the common wood working tools.
- II. Principles of constructive and decorative design.
 1. The form suited to its function, and the decoration in harmony with its form.
 2. Structural and artistic qualities to be considered are (a) strength, (b) durability, (c) proportion, (d) simplicity, (e) adaptation to purpose, (f) finish.
- III. Papers and class discussion:
 1. The necessity for a manual training plan.
 - (a). The adaptation of a plan to children of different ages.
 - (b). Basis for criticism of the child's product.
 - (c). How to arrange work so that increasing motor power shall result.

- (d). The inter-relationship between hand work and the other school occupations.
 2. Preparation of programs of work for the different grades of the elementary school.
 3. The various methods of constructing and reading working drawings.
 4. A final paper on some selected phase of the subject.
- IV. Required reading.
1. Current articles published in the magazines on the subject.
 2. The history of the movement.
 3. The arts and crafts movement.

Course I. Two terms in the Advanced English and Latin courses, as outlined.

Course II. One term in the Advanced Graduate Course. This course also includes a review of mechanical drawing and the making of a required number of working drawings.

Music.

Course I. Two terms in the Advanced English and one term in the Advanced Latin course. The work of the first term consists of daily lessons in sight singing and ear training. All problems of rhythm are studied, also key formation, chromatic scales and transposition. During the second term the class studies three and four part singing, minor scales, the limitations and care of the child voice, the selection and use of rote songs, and short biographies of the most noted composers. Methods of presenting problems in melody and rhythm to children are given to the pupils.

Course II. One term in the Advanced Graduate and Elementary Graduate courses. An outline for the study of vocal music in each grade forms the foundation of the study of music methods. Pupils are taught how to present rote songs, interval drill, each problem in rhythm and melody, key formation, major, chromatic and minor scales, to the children. These subjects having been presented to them, they are required to take charge of the class and illustrate the method of procedure with each. Especial attention is given to the selection of songs suitable for primary grades and to the care of children's voices.

Chorus Work. Twenty minutes is given daily to the practice of part songs and choruses for the purpose of obtaining skill in reading and rendition and to develop a better musical taste. The best material suitable for the chorus is rendered.

Glee Club. An opportunity is given to those pupils who have

special ability, to study more advanced music in the Glee Club, which meets once a week.

Domestic Science.

This department, established in the fall of 1903, was made possible by the various women's clubs of Duluth. Through their generous efforts the school has been provided with a thoroughly equipped kitchen laboratory, dining room and sewing room.

The work in domestic science extends throughout the junior and senior years. Two courses in this work are offered to the students: one in the Selection and Preparation of Foods, covering one two-hour period a week, and one in Home Sanitation and Hygiene, covering a period of one hour a week.

In the course of Selection and Preparation of Foods, foods are studied with respect to their composition, nutritive value, relation to the needs of the body and comparative cost. The work includes a study of the dietaries, and a balanced ration for a given time is made by the members of the class.

The first half of the lesson is devoted to the classification and study of the food to be cooked, its digestibility, nutritive value, combination with other foods, the process employed in cooking and the proper method of serving. In the second half of each period the food is cooked and served.

In the Home Sanitation classes, lectures and some laboratory work are given on such practical subjects pertaining to the home as drainage, plumbing, heating, ventilation, water supply, the chemistry of cleaning and laundry work. House plans are made by the students and brought to class for discussion.

The work in Hygiene includes both personal and public hygiene, causes and prevention of disease, home nursing and invalid cookery.

Sewing.

Two terms, one period daily, are given to the work of sewing. Most of the time is devoted to hand sewing, although in the second term machine work is undertaken. The important principles of plain sewing are taught by means of models which, together with the instructions and notes, are put into books for the purpose. Upon the completion of the course each girl will have made twenty of these models, also one under-garment or dainty apron sewed entirely by hand, and another garment combining both machine and hand sewing.

Kindergarten Training Course.

A high school diploma or its equivalent is required for admission to this course, which covers a period of two years. A pleasing voice, some skill in singing and piano playing, and a desirable attitude toward young children are essentials in this work. Students who take this course are given the same general professional training as those who are preparing to teach in the primary or grammar grades. Special instruction in the theory and methods of Kindergarten and Primary work and observation and teaching in both departments in the Model School, will be added to this strictly professional training. The standard of scholarship is the same as that required of the student in the other departments of the school. Following is the course of study.

Kindergarten Course.**Junior Year.**

Psychology and Pedagogy.
Observation in the Kindergarten.
A study of Kindergarten Technics.
Nature Study.
Domestic Science.
Drawing.
Manual Training.
Educational Reading.
Songs and Games.
Physical Exercises based upon Interpretation of Rhythm.

Senior Year.

History of Education.
Sociology.
Domestic Science.
A Study of Froebel's Educational Theories as shown by his "Mother Play Book," "Education of Man" and commentaries on the same by Susan E. Blow, Elizabeth Harrison, James L. Hughes and others.
Literature for small children, including a study of old folk lore suitable for use in Kindergarten and Primary grades, and practice in story telling.
Primary Methods.
Observation and teaching in Kindergarten and Primary grades.
Educational Readings.
The Theory and Practice of Program Making.

General Information.

Normal School Diplomas and State Certificates.

The legislature of 1891 passed an act which gives to diplomas of the State Normal Schools validity as certificates of qualification to teach in any of the common schools of the state, under the following provisions, viz.

1. A diploma of any of the State Normal Schools is made a temporary State certificate of the first grade for the two years of actual teaching service required by the student's pledge.

2. After two years of service, the diploma may be countersigned by the President of the school from which it is issued, and by the State Superintendent of Public Instruction, upon satisfactory evidence that such service has been successful and satisfactory to the supervising school authorities under whom it was rendered. Such endorsement will make the diploma of an Elementary Course a State certificate for five years, and the diploma of an Advanced Course a life certificate.

Conditions of Endorsement.

1. While it is hoped that all graduates will earn the right to have their diplomas endorsed, great care will be taken in this matter, and the diploma will not be so extended in any case in which the holder fails to render acceptable service during the test period, or in any way fails to show himself worthy of the marked professional recognition so bestowed.

2. After the completion of two years of service, application for endorsement may be made to the respective Normal Schools. The applicant should see that complete reports of service have been made in accordance with the student's pledge, and that such reports bear the names and addresses of the supervising authorities to whom blank certificates of successful service may be sent. In order to maintain a uniform standard of requirements for endorsement, it has been agreed by the Normal School presidents that they will endorse no diploma until each case has been approved by all the presidents acting as a Board of Review.

WASHBURN HALL





Admission to the State University and Colleges.

Graduates from the advanced courses in the State Normal Schools of Minnesota are admitted without examination to the Sophomore year in the State University and the leading colleges of the State.

Expenses.

Tuition is free to all students who sign the pledge to teach. Those who do not sign the pledge are required to pay thirty dollars a year, as are also those who take the Kindergarten Course.

Charges for tuition in the Training Department are five dollars a term.

All charges for tuition must be paid in advance and no portion thereof will be refunded.

Washburn Hall is a new, beautifully designed and exceedingly well-constructed home for students. It was supplied by the State and is controlled and operated by the School for the benefit of students who may be under the necessity of arranging for board and rooming places. It is situated on the campus adjoining the main building. It is a two story building with a well lighted basement and is of fire proof construction throughout. It is heated by low pressure steam, has a very complete system of ventilation, is supplied with both gas and electric light, has toilet and bath rooms on all floors, with a large and well-furnished laundry in the basement, to which all students have free access. The kitchen, pantries and dining room are exceedingly well equipped and sufficient for the accommodation of fifty to seventy-five persons. Each living room has two closets, two beds and all necessary bedding, an attractive solid oak dresser, a heavy solid oak study table, rocking chairs and study chairs, wash stand and rugs. All rooms have gas light with Welsbach burners for use in studying. Students are required to take care of their own rooms and each one will need to take her turn in waiting on the table. The cost of both board and room this year has been \$15 a month. Applications for rooms should be made as early as possible. All such applications will be listed in the order in which they are made.

Student's Loan Fund.

The interest and generosity of a friend of the school has resulted in the establishment of a loan Fund of \$5000 for the assistance of worthy students who may find it necessary to borrow money in order to continue the work of the school. It is the desire of

the committee in charge of the Fund, as well as of the donor, that the entire amount be, as nearly as possible, all the while in use. Information concerning the conditions under which loans may be made can be had upon inquiry of the president of the school.

Sessions.

The daily session begins at 8:35 in the morning and ends at 12:35 in the afternoon. It is divided into four recitation periods and includes a period of twenty minutes for chorus work, and one of twenty minutes for opening exercises.

To Entering Students.

Students expecting to enter on advanced standings from other schools must present records of all such standings.

Applicants for admission will present themselves at the office of the president, where they will be referred to proper committees on examination or enrolment.

The building is situated on East Fifth street, between Twenty-second and Twenty-third avenues, and one block from the Hunter's Park and East Fourth street car line. Students who are not acquainted with the city should call at the president's office on arrival.

Additional information will be supplied on application to President's Office, State Normal School, Duluth, Minn.



Among The Birches



Aerial Bridge Over Ship Canal



Among The Birches



Aerial Bridge Over Ship Canal



**Names of Students Enrolled in
the Normal Department
1907-1908.**

GRADUATE COURSES.

Senior Graduate Class.

Anderson, Nellie	Duluth	Minn.
Aune, Clara	Duluth	Minn.
Brotherton, Eunice	Duluth	Minn.
Burrell, Vivian	Duluth	Minn.
Harris, Ruby M.	Duluth	Minn.
Hendy, Bertha	Virginia	Minn.
Kelley, Katherine D.	Duluth	Minn.
Loranger, Nell	Duluth	Minn.
McCabe, Margaret	St. Peter	Minn.
Mallory, Blanche	Duluth	Minn.
Martin, Ina	Soudan	Minn.
Nelson, Florence	Duluth	Minn.
O'Brien, Lydia	East Grand Forks	Minn.
Sand, Alice E.	Ashland	Wis.
Snyder, Louise	Minneapolis	Minn.
Wakelin, Mary	Duluth	Minn.
Watschke, John F.	New Ulm	Minn.
Wetzler, Irene	Duluth	Minn.
Wiseman, Lucy	Pine City	Minn.
Yager, Margaret	Duluth	Minn.

Junior Graduate Class.

Botten, Ina	Superior	Wis.
Brown, Florence	Duluth	Minn.
Campbell, Esther M.	St. Paul	Minn.
Cole, Fern May	Duluth	Minn.
Durbrow, Clara	Madison	Wis.
Fiebigler, Theresa	Duluth	Minn.
Fitzgerald, Angela	Duluth	Minn.

Fitzgerald, Helen	Duluth	Minn.
Guerin, Alice A.	St. Paul	Minn.
Guthrie, Katherine E.	Duluth	Minn.
Haugsten, Martha	Two Harbors	Minn.
Hector, Pearl	Duluth	Minn.
Hendy, Bessie	Virginia	Minn.
Hopkins, Edith E.	Duluth	Minn.
Ketcham, Kayla M.	Herman	Minn.
King, Myrtle R.	Virginia	Minn.
Lewis, Ethelenda	Hawley	Minn.
Magnuson, Amy	Duluth	Minn.
Merritt, Alta	Duluth	Minn.
Miller, Laura	Duluth	Minn.
Montgomery, Dale	Duluth	Minn.
Nelson, Mabel	Cloquet	Minn.
O'Keefe, Agnes	St. Paul	Minn.
Peterson, Agnes M.	Duluth	Minn.
Renstrom, Helen	Smithville	Minn.
Stenberg, Petronella	Duluth	Minn.
Strand, Agnes C.	Duluth	Minn.
Todd, Jessie	Lakeview P. O.	Minn.
Todd, Myrna	Lakeview P. O.	Minn.
Yager, Charlotte E.	Duluth	Minn.

Senior Kindergarten.

Gowan, Lillian	Duluth	Minn.
Ray, Emily	Fosston	Minn.

Junior Kindergarten.

Bury, Nellie	Two Harbors	Minn.
Cook, Muriel Fay	Cloquet	Minn.
Higgins, Emeline	Manistee	Mich.
Maddox, Elizabeth B.	Duluth	Minn.
Schiffman, Eulalie	St. Paul	Minn.
Shaver, Clare	Lakeview P. O.	Minn.
Stapleton, Eugenia	Cloquet	Minn.

Elementary Graduate Class.

Adams, Maude L.	Hibbing	Minn.
Blight, Janie	Hibbing	Minn.
Brown, May	Ely	Minn.
Burque, Rena	Cloquet	Minn.
Burthwick, Bessie	Duluth	Minn.
Callaway, Olive	Ely	Minn.

Carlson, Adena	Brickton	Minn.
Carlson, May F.	Soudan	Minn.
Carpenter, Flora	McIntosh	Minn.
Cashman, Lucille	Eden Valley	Minn.
Cauley, Katherine	Hastings	Minn.
Chase, Ella M.	Bear River	Minn.
Cunningham, Fannie	Brainerd	Minn.
Dosey, Anna C.	Pine City	Minn.
Fugelseth, Elenora	Fertile	Minn.
Fugelseth, Elvira	Fertile	Minn.
Goodwin, Theoline	Esmond	N. Dak.
Govett, Laura	Duluth	Minn.
Hartley, Helen	Duluth	Minn.
Hoar, Danelda M.	Hibbing	Minn.
Johnson, Tena E.	Austin	Minn.
Kaiser, Zelma	Duluth	Minn.
Kibler, Marie	Aneta	N. Dak.
Knapp, Gertrude	Duluth	Minn.
Kunz, Clara	Pine City	Minn.
Lawler, Gertrude	Duluth	Minn.
Levy, Florence	Minneapolis	Minn.
Lockerby, Bessie	Duluth	Minn.
Lockerby, Ethel	Duluth	Minn.
Lundmark, Clara	Virginia	Minn.
McKenzie, Ina	Duluth	Minn.
Melby, Thora	Duluth	Minn.
Miller, Carmen	Ely	Minn.
O'Connor, Ethel	Two Harbors	Minn.
Peterson, Carrie	Brainerd	Minn.
Peterson, Lydia	Cloquet	Minn.
Potter, H. Marcia	Aitkin	Minn.
Roberts, Hazel	Duluth	Minn.
Robinson, Millicent	Grand Rapids	Minn.
Schaefer, Grace A.	Ely	Minn.
Segelbaum, Rose	Minneapolis	Minn.
Smythe, Myrtle	Duluth	Minn.
Stahlbusch, Hedwig	Duluth	Minn.
Thompson, Amelia V.	Mt. Iron	Minn.
Wasley, Grace B.	Duluth	Minn.
Webb, Gladys	Montevideo	Minn.
Wivell, Millie	Nashwauk	Minn.

ACADEMIC-PROFESSIONAL COURSES.**Senior Class.**

Burgher, Cora	Duluth	Minn.
Burton, Sadie	Duluth	Minn.
Hathaway, Eva M.	Hunter's Park	Minn.
Johnson, Elisabeth A.	Duluth	Minn.
Lavallee, Melinda	Duluth	Minn.
Lilja, Julia E.	Duluth	Minn.
McKay, Hazel	Duluth	Minn.
Nichols, Nina L.	Buhl	Minn.
Porter, Catherine	Duluth	Minn.
Turnbull, Beesie	Hunter's Park	Minn.
Wiltse, Opal	Hunter's Park	Minn.

Junior Class.

Aikin, Grace	Duluth	Minn.
Anderson, Irene S.	Buhl	Minn.
Berg, Elisabeth	Duluth	Minn.
Grogan, Alice M.	Duluth	Minn.
Hanson, Clara	Duluth	Minn.
Horman, Adelaide	Duluth	Minn.
Krey, Olga	Duluth	Minn.
Martinson, Inga	Duluth	Minn.
Merritt, Emily H.	Duluth	Minn.
Sauby, Elma B.	Wrenshall	Minn.
Turnquist, Ines	Duluth	Minn.

Third Year.

Anderson, Emma	Duluth	Minn.
Botten, Susie	Superior	Wis.
Burgher, Alice	Duluth	Minn.
Clarke, Florence	Duluth	Minn.
Coutu, Alice R.	Duluth	Minn.
Dunning, Annabelle	Duluth	Minn.
Fix, Mabel	Duluth	Minn.
Grogan, Margaret	Duluth	Minn.
Himebaugh, Hazel	Duluth	Minn.
Jensen, Ella	Duluth	Minn.
Jensen, Gina	Duluth	Minn.
McIntyre, Katherine	Duluth	Minn.
McKay, Florence	Duluth	Minn.
Maggard, Grace	Duluth	Minn.
Mondschine, Rosalie	Carlton	Minn.
Moore, Frances	Lakeview P. O.	Minn.
Mueller, Mabel	Duluth	Minn.
Nelson, Hattie	Duluth	Minn.

Olson, Hilda	Duluth	Minn.
Polasky, Stephaniea	Duluth	Minn.
Raleigh, Margaret	Duluth	Minn.
Raleigh, Ruth	Duluth	Minn.
Signer, Rose E	Duluth	Minn.
Stickles, Helen	Lakeview P. O.	Minn.
Swanson, Florence	Duluth	Minn.
Willcutts, Virginia	Holyoke	Minn.
Wiltse, Mildred	Hunter's Park	Minn.

Second Year.

Boehne, Clara	Deer Creek	Minn.
Brown, Mattie	Duluth	Minn.
Caulkins, Grace	Duluth	Minn.
Carroll, Edna	Hunter's Park	Minn.
Dodge, Helen	Lakeview P. O.	Minn.
Dodge, Isadore	Lakeview P. O.	Minn.
Driscoll, Marie	Willow River	Minn.
Elliott, Kathleen	Duluth	Minn.
Erickson, Caroline	Duluth	Minn.
Hawkins, Josephine	Duluth	Minn.
Gibson, Flora	Hunter's Park	Minn.
McLaughlin, Anne	Duluth	Minn.
Martin, Tillie	Duluth	Minn.
Mitchell, Laura	Hunter's Park	Minn.
Ostenson, Edith	Duluth	Minn.
Peterson, Emma C.	Duluth	Minn.
Wetzler, Helen	Duluth	Minn.
Wilkinson, Florence	Duluth	Minn.
Wright, Erie	Duluth	Minn.

First Year.

Bemel, Annie M.	Proctor	Minn.
Bjorge, Ruth	Underwood	Minn.
Bradley, Idella	Tenstrike	Minn.
Brotherton, Agnes	Duluth	Minn.
Dahl, Katie	Thief River Falls.	Minn.
Dahlby, Olivia	Munger	Minn.
Danielson, Mamie	West Duluth	Minn.
Free, Anna C.	Duluth	Minn.
Gaines, Mae	Duluth	Minn.
Hegdahl, May	Grand Rapids	Minn.
Hewitt, Loula M.	Duluth	Minn.
Kris, Lena	Duluth	Minn.
Lynott, Agnes	Duluth	Minn.
Nelson, Florence	Holyoke	Minn.
Pennie, Alma	Brainerd	Minn.

Rankin, Helen C.	Duluth	Minn.
Reid, Edna	Ashawa	Minn.
Reynolds, Gladys	Duluth	Minn.
Rice, Margaret	Duluth	Minn.
Rodger, Georgina	Duluth	Minn.
Skoog, Elvira	Lakeview P. O.	Minn.
Somers, Emma	Duluth	Minn.
Somers, Molly	Duluth	Minn.
Stahbrodt, Edna	Duluth	Minn.
Stickles, George	Lakeview P. O.	Minn.
Stickles, Lella	Lakeview P. O.	Minn.
Stubbs, Cecil	Duluth	Minn.
Thomas, Marie	Duluth	Minn.
Wright, Lottie	Cromwell	Minn.

ELEMENTARY COURSE.

Third Year.

Beattie, Minnie May	Cloquet	Minn.
Fagerstrom, Anna	Solway	Minn.
Hare, Wenona	Carlton	Minn.
Harris, Rose Ella	Harris	Minn.
Holmberg, Magdeline	Woonsocket	Minn.
Messelt, Belinda G.	Mentor	Minn.
Nilsen, Anna P.	Moose Lake	Minn.
Turner, Ruth E.	Aitkin	Minn.

Second Year.

Anderson, Josephine	Willow River	Minn.
Ballou, Edna M.	Barnum	Minn.
Carlson, Annie E.	Moose Lake	Minn.
Carlson, Ella	Moose Lake	Minn.
Lyngstad, Anna	Independence	Minn.
McLellan, Margaret	Hunter's Park	Minn.
Soderburg, Sophia	West Sweden	Wis.

First Year.

Ballou, Lorene	Barnum	Minn.
Brett, Mary E.	Mahtowa	Minn.
Carlson, Anna V.	Arnold	Minn.
Cheska, Miladi	Bowdle	S. D.
Hillman, Minnie	Duluth	Minn.
Isaacson, Hilda	Cromwell	Minn.
Johnson, Anna E.	Atkinson	Minn.
Johnson, Gina	Wrenshall	Minn.

Johnson, Huldah	Moose Lake	Minn.
Lee, Mayme	Barnum	Minn.
Lorntson, Mary	Beaver Bay	Minn.
McCormic, Marie	Grand Rapids	Minn.
Mattson, Hilma	Duluth	Minn.
Moline, Selma	Mt. Iron	Minn.
Nelson, Thea	Shevlin	Minn.
Nesbitt, Alice N.	Cloquet	Minn.
Ness, Trena	Atkinson	Minn.
Ostlund, Ida	Cloquet	Minn.
Pelta, Lemple	Beaver Bay	Minn.
Roerig, Margaret	Sauk Centre	Minn.
Rye, Mary J.	Barnum	Minn.
Sauby, Wilfred	Wrenshall	Minn.
Schade, Ella	Atkinson	Minn.
Schellin, Alma	Brainerd	Minn.
Scott, Dorothy	Mahtowa	Minn.
Smart, Elizabeth	Duluth	Minn.
Stransky, Helen	Munger	Minn.
Subby, Edith	Albert Lea	Minn.
Swanson, Sarah	Kimberley	Minn.
Trostad, Sophia	Wrenshall	Minn.

SPECIAL.

Carroll, Edith M.	Colbyville	Minn.
Clemens, Irma C.	Lakeview P. O.	Minn.
Dadle, Alice	Bemidji	Minn.
Heenan, Mary	Litchfield	Minn.
Hibbing, Marie	Duluth	Minn.
Mahon, Winnifred	Duluth	Minn.
Person, Jennie	Rush City	Minn.
Toothaker, Dora	Barnum	Minn.
Toothaker, John	Barnum	Minn.
Washburn, Susan	Duluth	Minn.
Wildes, May V.	Hibbing	Minn.

Training Department.

Eighth Year.

Dight, Edith	McKindley, Margaret
Dowse, Dorothy	Moore, Carolyn
Ferguson, Marjory	Rice, Margaret
Fitger, Marion	Slivey, Melville
Harrison, Harriet	Thwing, Dorothy
Knapp, Norman	Upham, Helen

Seventh Year.

Bellamy, Elsie
 Burrell, Zella
 Campbell, Bruce
 Carpenter, Chauncey,
 Christopher, Hilma
 Driellg, Lillian
 Fitzsimmons, Edith
 Flynn, John
 Hammel, Rachel
 Hartley, Judith

Hay, Mina
 McAlpine, Helen
 Miles, Harold
 Neimeyer, Mabel
 Nichols, Victor
 Panton, John
 Parker, Grace
 Van Vleit, Fred
 Wall, Helen
 Winton, Knox

Sixth Year.

Bishop, William
 Campbell, Fredrick
 Craig, Margaret
 Farrell, Myrtle
 Ferguson, Willis
 Finkenstaedt, Kimball
 Frick, Duncan
 Hawkes, Rollin
 Keyes, Irene

Lounsberry, Esther
 Marshall, Julia
 Stepnes, Edgar
 Taylor, Ruth
 Turle, Penelope
 Weston, Edith
 Willard, Marjorie
 Wood, Elizabeth

Fifth Year.

Duncan, Russell
 Elliott, Robert
 Final, Gertrude
 Frick, Louise
 Le Richeux, Eugenia
 Lutes, Marion
 Lynam, John

Moore, Virginia
 Moore, Warren
 Panton, Dorothea
 Richardson, William
 Romieux, Charles
 Whitely, Wayne
 Winton, Frances

Fourth Year.

Alexander, Agnes
 Alexander, Sue
 Barnes, Gertrude
 Buell, George
 Dight, Marion
 Holohan, Richard
 Le Richeux, Charles
 Lutes, Katherine
 Lyons, Raymond

Moore, Dorothy
 Sanford, Dwight
 Simonson, John
 Stark, Charlesa
 Stevenson, Elizabeth
 Warner, Phillip
 Welbanks, Jeanette
 Winton, Mary K.
 Upham, Neil

Third Year.

Baldwin, Mary
 Finkenstaedt, Robert
 Kelly, Edith
 Killorin, John
 MacGregor, Catherine

Mitchell, Elinor
 Palmer, Constance
 Skinner, Edwin
 Spengler, Beatrice

Second Year.

Abbott, Katherine
 Appleby, Howard
 Baldwin, Clara E.
 Black, David
 Black, Allen
 Cotton, Josephine
 Crosby, Thomas
 Gleason, Grace
 Holahan, Jack

Knowlton, Ralph
 Lyman, Elizabeth
 Smith, Marcus
 Stearns, Benton
 Stephenson, William
 Taylor, Gertrude
 Turle, Lovell
 Warner, Virginia
 Wood, Tom

First Year.

Crosby, Wilson
 Douglas, Faith
 Keyes, Eleanor
 Knowlton, Marjorie
 Lyder, Caroline
 McGregor, Donald
 Prince, Gerald

Reichart, Stephen
 Romieux, Herve
 Sellwood, Richard
 Spengler, Maxine
 Thorton, Conan
 Upham, William

Kindergarten.

Adams, Chester
 Bellamy, Lucius
 Black, Newton
 Bohannon, George
 Bowden, Richard
 Broughton, William
 Clarey, Elizabeth
 Dowse, Robert
 Dunning, Mildred
 Ferris, Ruth
 Final, William
 Fitch, Graham
 Hickman, Genevieve
 Holahan, Victor
 Lounsberry, Harlow

Mitchell, Merry
 Patton, Frederic
 Prince, William
 Sellwood, Gerald
 Schlaman, Frances
 Sterns, Ruby
 Stilson, Helen
 Stephenson, John
 Strong, Harry
 Spring, Edward
 Towne, Mary
 Warner, Charlotte
 Walker, Margaret
 Whiteley, McClelland

NORMAL DEPARTMENT.

Graduate Courses—	
Senior Graduate Class.....	20
Junior Graduate Class.....	30
Elementary Graduate Class.....	48
	98
Kindergarten Training Course—	
Senior Class.....	2
Junior Class.....	7
	9
Academic-Professional Courses—	
Senior Class	11
Junior Class	11
Third Year Class	27
Second Year Class	19
First Year Class.....	29
	97
Elementary Course—	
Third Year Class	8
Second Year Class	7
First Year Class	30
	45
Special Students	12
	261

TRAINING DEPARTMENT.

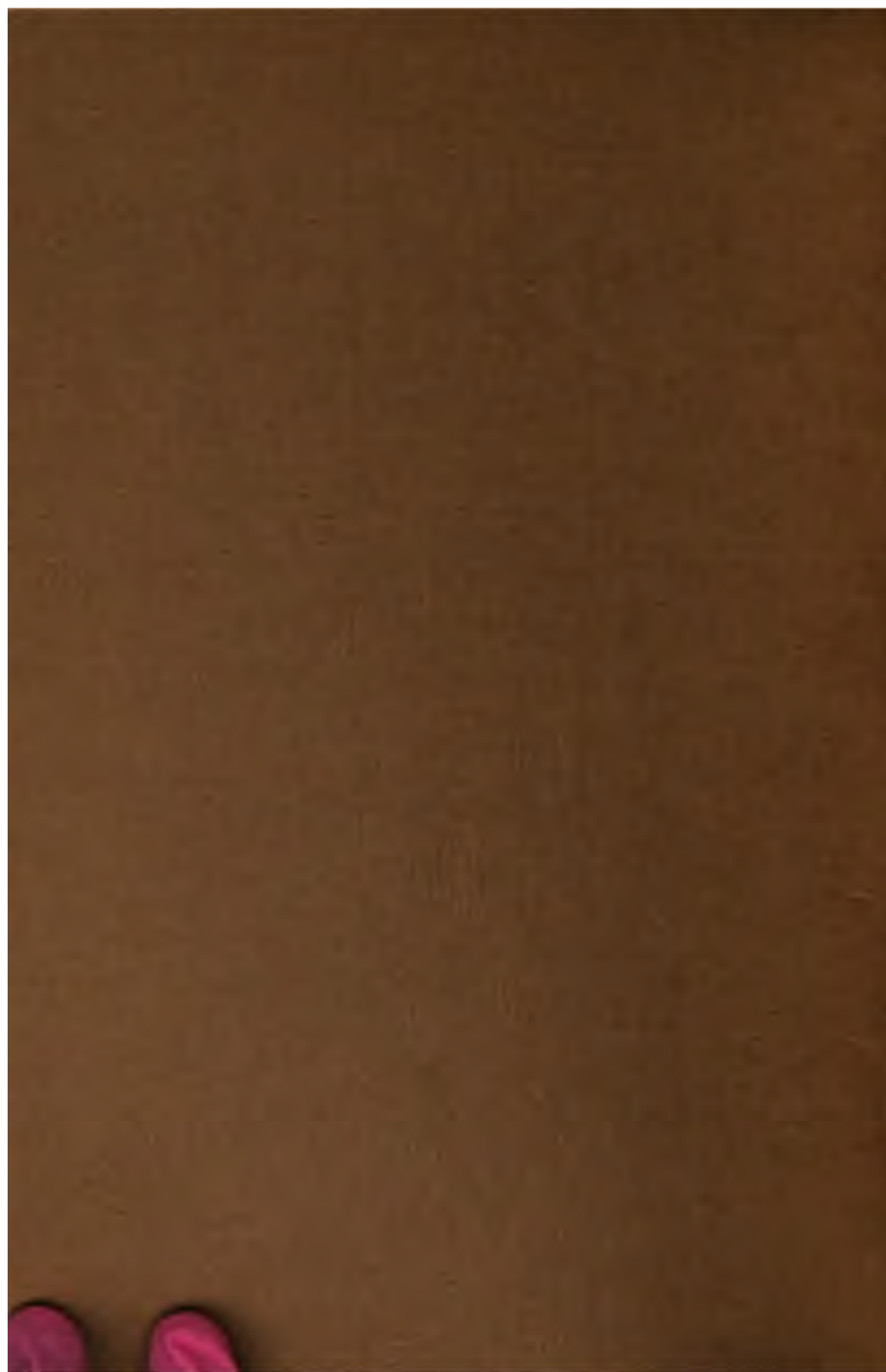
Eighth Year	12
Seventh Year	20
Sixth Year	17
Fifth Year	14
Fourth Year	18
Third Year	9
Second Year	18
First Year	13
Kindergarten	29
	150
Whole Number	411

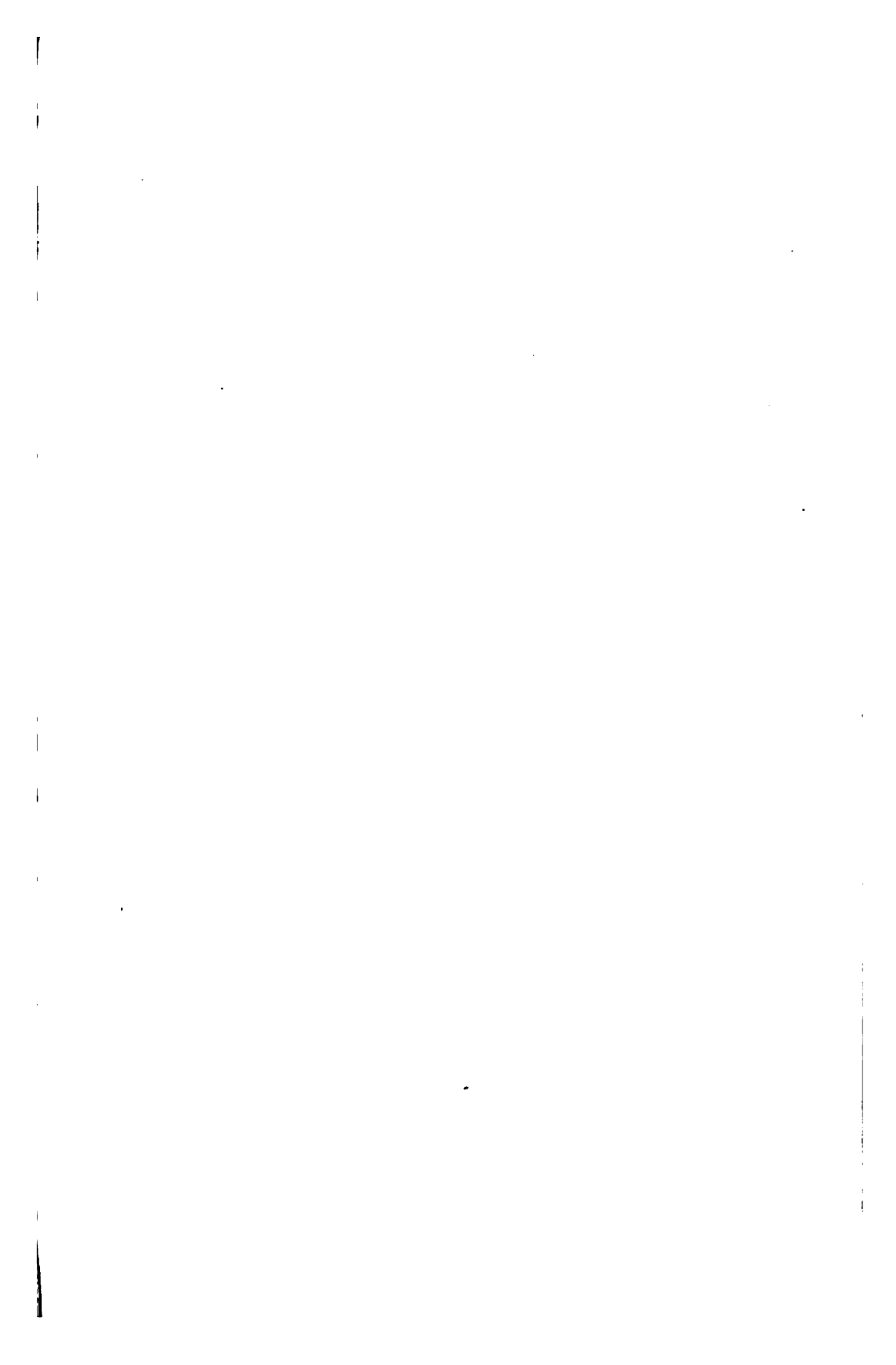
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BULLETIN
OF THE
 STATE NORMAL SCHOOL
DULUTH, MINNESOTA

AUGUST, 1908







SENIOR CLASS, 1908.

VOL. III.

AUGUST, 1908.

No. 2

BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

Published Quarterly by the State Normal School at Duluth; and devoted to the interests of
Elementary Education in Minnesota.

Subscription price, fifty cents a year. Single copies, fifteen cents.

Entered as second-class mail matter May 14, 1906, at the post office at Duluth, Minnesota
under the Act of Congress of July 16, 1894.

Calendar for 1908-1909.

Fall Term

Enrolment of Students Tuesday, September 8, 1908
Class-work begins Wednesday, September 9, 1908
Term Closes Wednesday, November 25, 1908

Winter Term

Enrolment of Students Tuesday, December 1, 1908
Class-work begins Wednesday, December 2, 1908
Christmas Holidays begin Wednesday, December 23, 1908
Class-work resumes Tuesday, January 5, 1909
Term Closes Thursday, March 11, 1909

Spring Term

Enrolment of Students Tuesday, March 23, 1909
Class-work begins Wednesday, March 24, 1909
Term Closes Thursday, June 10, 1909

Graded List of Books for the School Library

RUTH ELY,

Librarian State Normal School at Duluth.

Mythology, Fairy Tales, Fables and Legends.

FIRST GRADE.

- Beckwith, M. M.—In Mythland. v. 1 and v. 2..Educ. Pub. Co., 30c
(Greek myths retold for little children, in simple language.)
- Haaren, J. H.—Rhymes and Fables. (Golden-rod books.)
University Pub. Co., 25c
- McMurry, Mrs. L. B.—Classic stories for the little ones;
adapted from Anderson, Grimm and others.....
Public School Publishing Co., 30c
- Smythe, E. L.—Old-time Stories Retold.....Warner, 30c
(Norse stories retold in simple style for little children.)
- Wiltse, Sarah—Folk Stories and Proverbs; gathered and par-
aphrased for little children.....Ginn, 30c

SECOND GRADE.

- Baldwin, James—Fairy Stories and Fables. (Eclectic Read-
ings.)American Book Co., 35c
(Includes such favorites as, The Three Bears, Little Red-Riding
Hood, Tom Thumb, Jack and the Beanstalk, Cinderella. Illus-
trated; somewhat simpler than Scudder's.)
- Brooks, Dorothy—Stories of the Red Children..Educ. Pub. Co., 30c
(What the Red Children believe about the wind, stars, rain and
other natural phenomena. The type is large and the language
simple.)
- Judd, M. C.—Classic StoriesRand, 40c
- O'Shea, M. V.—Old Wonder Stories.....Heath, 35c
- Wilson—Myths of the Red Children.....Ginn, 40c

THIRD GRADE.

- Aesop.—Fables of Aesop; edited by Jacobs.....McMillan, \$1.00
- Baldwin, James.—Old Greek Stories.....Amer. Book Co., 45c
(Greek myths told in simple language and as hero-stories, not
as stories of gods and with no attempt at analysis and explanation.
Both Greek and Latin names are given in the stories. Oregon
List.)

Longman Edition, but it will wear better and serve every purpose of the more costly edition.)

Stockton, Frank.—Fanciful Tales (Scribner School Reading.)
Scribner, 40c

(Marked by the best of Stockton's qualities; delicacy of fancy; gentle but extremely amusing humor and interest of story. Prentice.)

Scudder, Horace.—Book of Legends.....Houghton, 25c

(Contains St. George and the Dragon; Legend of St. Christopher; Flying Dutchman, Seven Sleepers of Ephesus; William Tell; and a dozen others.)

SIXTH GRADE.

Baldwin, James.—Story of Siegfried.....Scribner, \$1.50

Barber, G. E.—Wagner Opera Stories..Public School Pub. Co. 50c

Kingsley, Charles.—Greek Heroes.....Ginn, 30c

Mable, H. W.—Norse Stories.....Rand, 40c

Norton, C. E., Ed.—Heart of Oak Books, Book 4.....Heath, 50c

Lang, Andrew.—Book of Romance.....Longmans' \$1.50
(Stories of the Round Table and Robin Hood.)

Wiggin, K. D.—Magic Casements.....McClure, \$1.50
(Contains many fairy stories not found in other collections.)

Classics Retold.

Cervantes, Saavedra Miguel de. Don Quixote; retold by Judge Parry; illustrated by Walter Crane.....Lane, \$1.50

Frost, W. H.—Knights of the Round Table.....Scribner, \$1.50

Kelman, Janet.—Stories from the Faerie Queen (Told to the Children Series)Dutton, \$1.50

Lamb, Charles and Mary.—Tales from Shakespeare....Burt, 50c

Malory, Sir.—King Arthur, (Riverside Series)....Houghton, 50c

Scott, Sir Walter.—Red Cap Tales; retold by Crockett.....
Macmillan, 50c

(Stories admirably told of Waverly, Guy Mannering, Rob Roy and the Antiquary. An excellent introduction to Scott.)

Pyle, Howard.—Some Merry Adventures of Robin Hood (Scribner School Reading)Scribner, 50c

Wilson.—Story of the Cid.....Lee, \$1.25

Poetry.

FIRST GRADE.

Caldecott, Richard.—Hey-Diddle-Diddle Picture Book. Warne, \$1.25
(The action and coloring, combined with the Mother Goose rhymes, make these ideal picture books for the children.)

Crane, Walter.—Mother Hubbard's Picture Book. Lane, \$1.25
(Buy at least one of the Crane Picture books. Crane's delight in the "historic ornament" pervades even his illustrations for children, but in this volume there is less of the elaborate decoration, and his Mother Hubbard is an altogether satisfactory likeness of the Mother Goose character.)

Greenaway, Kate.—Under the Window. Warne, \$1.25
(Valuable especially for the dainty colored pictures of quaint English children. Hedge rows, thatched cottages and high stone walls all suggest "Sunny England.")

Field, Eugene.—Eugene Field Book; verses; stories and letters for school reading. (Scribner School Reading.)
Scribner, 50c

Norton, Charles E.—Heart of Oak Books, Book 1. . . . Heath, 30c
(Chosen from the masterpieces of English literature with special reference to the development of a taste for good reading.)

Stevenson, R. L.—Child's Garden of Verse, illustrated by Mars and Squire Rand, 50c
(An attractive edition in colors.)

SECOND AND THIRD GRADES.

Alexander and Blake.—Graded Poetry, Book 1-2 and 3.
Maynard, Merrill, 20c

Hazard.—Three Years with the Poets. Houghton, 75c

Morrison, M. J.—Songs and Rhymes for the Little Ones.
Page, \$1.00

McMurry and Cook.—Songs of the Tree-tops and Meadows
Public School Publishing Co. 40c

Sherman.—Little Folks Lyrics. Houghton, \$1.25

Waterman, S. D.—Graded Memory Selections. . Educ. Pub. Co., 25c

Wiggin, K. D.—Comp. Pinafore Palace. McClure, \$1.50

FOURTH AND FIFTH GRADES.

Blake and Alexander.—Graded Poetry, Book 4 and 5.
Maynard Merrill, 20c

- Dodge, M. M.—When Life is Young.....Century, \$1.25
- Lovejoy.—Nature in Verse; a Poetry Reader.....Silver, \$1.60
(Good selections for primary grades.)
- Matthews.—Songs of American Patriotism (Scribner School
Reading)Scribner, 50c

SIXTH GRADE.

- Bellamy and Goodwin.—Open Sesame, Book 1.....Ginn, 75c
- Blake and Alexander.—Graded Poetry, Book 5 Maynard. Merrill, 30c
- Burt, M. E., Comp.—Poems Every Child Should Know.....
Doubleday, \$1.50
(Selections of the best poems for all times for young people.)
- LeRow, C. B.—Pieces for Every Occasion.....Hinds, \$1.25
- Riley, J. W.—Rhymes of Childhood.....Bobbs, Merrill, \$1.25
- Shute, E.—Land of Song, Vol. 2.....Silver, 40c
- Van Dyke, H.—Van Dyke Book; ed. by Burt, (Scribner
School Reading,)Scribner, 50c
- Wiggin and Smith.—Posy Ring.....McClure, \$2.00

SEVENTH AND EIGHTH GRADES.

- Bellamy and Goodwin.—Open Sesame, Book 2 and 3..Ginn. 75c
- Page, Curtis Hidden.—Chief American Poets....Houghton, \$1.75
(Contains the best poems of the great American poets.)
- Stedman, E. C.—American Anthology.....Houghton, \$2.00
(A collection of the best of the many writers of poetry in
America.)
- Stevenson, B and E.—Days and Deeds.....Baker, \$1.50
(A collection of the poems from American and British poets for
special days.)
- Wiggin, K. D.—Golden Numbers.....McClure, \$2.00

Story Books.

FIRST GRADE.

- Arnold, S. L. and Gilbert, C. B.—Stepping Stones to Litera-
ture; a first reader.....Silver, 50c
(A very attractive little reader; the literature is of the best.)
- Adelborg, Ottilia.—Clean Peter of Grubbylea....Longmans, \$1.00
(A large volume of the picture-book type in colors. It is a
nonsense tale in verse and has for its theme, cleanliness.)

Blaisdell, E. A. and Blaisdell, M. F.—Child Life Readers;
First reader Macmillan, 25c
(Based on the child's interests. Suggestions for seat-work and
phonetic drills. Poems and tales of real value as literature.)
Oregon List.

Baldwin, James.—Fairy Reader (Eclectic readings.)
American Book Co., 30c

(The ten famous stories in this book have been adapted from
Grimm and Andersen for school work and are expressed in such a
simple manner that they can be easily understood by the youngest
pupils.) Oregon List.

Burgess, Gelett.—Goops and how to be them; a manual of
manners for polite infants, inculcating many juvenile
virtues both by precept and example.....Stokes, \$1.50

Grover, E. O.—Art Literature; a Primer.....Atkinson, 30c

Grover, E. O.—Art Literature, Book 1.....Atkinson, 30c
(Uncommonly successful children's readers; each contains about
forty excellent reproductions of paintings. The easy text, original
or selected fits the pictures.) N. Y.

Grover, E. O.—Folk lore Readers; a Primer.....Atkinson, 30c
(Will rank among the few good primers. (Journal of Pedagogy.)
Based on the Mother Goose stories.)

Grover, E. O.—Sunbonnet Babies Primer.....Rand, 40c
(Illustrated with the original "Sunbonnet Babies" in colors.)

Holbrook, Florence.—Hiawatha Primer.....Houghton, 40c

Mother Goose Nursery Rhymes; selected by Louise Chisholm.
(Told to the children series.)Dutton, 50c

(This little book is characteristically a child's book, being of
small size with large type and pretty colored illustrations. It will
prove more satisfactory than the more elaborate editions published
by the same house.)

Potter, Beatrix.—Peter Rabbit.....Warne, 50c

(There are about eight of these tiny books in the series. All
are great favorites with the children with their simple narrative
style of story and a bright colored picture to face each page of
text. The binding of the books does not wear well. Peter Rabbit
is published by the Altemus people in a stronger binding but this
edition suffers through the reproduction of the pictures which are
inferior to the Warne edition.)

Williams, Sherman.—Choice Literature for Primary Grades;
Book oneAmer. Book Co., 25c

(Intended to foster a taste for good literature. Contains classics
only.) Oregon List.

SECOND GRADE.

Arnold, Sarah and Gilbert, C. B.—Stepping Stones to Litera-
ture; a Second Reader.....Silver, 40c

Blaisdell, E. A. and Blaisdell, M. F.—Child Life in Tale and Fable; Book 2; Second Reader.....Macmillan, 35c

Bingham, Madge.—Mother Goose Village.....Rand, 45c

(This book is published in two sizes; the smaller one, indicated here, is the more satisfactory one for children's use and has all the charm of color that the larger one possesses. The Mother Goose characters are here woven into short stories.)

Fletcher, Robert.—Marjorie and Her Papa.....Century, \$1.00

(Marjorie and Her Papa are great comrades and what they do to amuse themselves is well told in diary form by the little girl and illustrated by Reginald Birch. The simple narrative style of the story makes it readable for little folks.)

Grover, E. O.—Art Literature Readers; Book 2 (by E. O. Glover and F. E. Cutter).....Atkinson, 40c

May, Sophie.—Little Prudy.....Lee, 20c

(These books, of which this is but the first of the series, are a harmless sort of literature, but better not buy more than the one as there is such a sameness in them all.)

Swett, Sophie.—Littlest One of the Browns.....Estes, 50c

(The story of how eight-year-old Beatrice took care of the baby.)

THIRD GRADE.

Abbott, Jacob.—Boy on a Farm.....Amer. Book Co., 45c

(Edited from the larger works of the same author, "Rollo at work" and "Rollo at play." The author is an old time writer for children whose books have taught industry, honesty and all the manly virtues to three generations of children.) Prentice.

Arnold, S. L. and Gilbert, C. B.—Stepping Stones to Literature; a third reader.....Silver, 50c

Aspinwall, Alicia.—Short Stories for Short People, Dutton, \$1.50

(Humorously fantastic tales; the best of this class of modern fairy stories.)

Baldwin, James.—Fifty Famous Stories Retold Amer. Book Co. 35c

(One of the few indispensable books in a children's library. Most of the stories have for their subject certain romantic episodes in the lives of well known heroes and famous men or in the history of a people.) Prentice.

Cox, Palmer.—The Brownie Book.....Century, \$1.50

(Buy at least one of these famous books. It is to be regretted that they are not more strongly bound as their popularity among the children gives them a severe test.)

Coolidge, Susan.—Mischiefs Thanksgiving.....Little, \$1.25

(The nine stories are all good. "Mammy's Substitute," is a good Civil War story for girls; "How the umbrella ran away with Effie," is for Christmas and "The girls of the Far North," pictures Sweden, Lapland and Finland.) Oregon List.

- Defoe, Daniel.—Robinson Crusoe (Standard Literature Series)
University Publishing Co., 50c
(An abridged and simplified edition of this classic.)
- Headland, I. T.—Our Little Chinese Cousin.....Page, 60c
- Lindsay, Maud.—Mother Stories.....Milton, Bradley, \$1.00
(Stories embodying some of the truths of the Mother Play.)
- Mulock, Dina Craik.—Little Lame Prince.....Heath, 30c
(The story of Prince Dolor of Nomansland who floated out of Hopeless Tower on the wonderful traveling cloak of Imagination. An allegorical tale teaching patience and kingship.) Prentice.
- Peary, Josephine.—Snow Baby.....Stokes, \$1.20
(A true story of the Arctic explorer's little girl, who was born among the icebergs. The book is illustrated from photographs which makes it especially instructive and interesting.) Prentice.
- Richards, L. E.—Five Minute Stories.....Estes, \$1.25
(Especially useful for the "story hour time" in the school room. Contains splendid material for "special day programs.")
- Scudder, Horace.—Verse and Prose for Beginners in Reading.
Houghton, 25c
- Williams, Sherman.—Choice Literature, Book 2. Amer. Book Co. 25c
(Contains some of Grimm's stories, five of Andersen's stories, Ruskin's "King of the Golden River," and an excellent collection of poems.)

FOURTH GRADE.

- Brown.—Lonesomest DollHoughton, 85c
(A fanciful story of a lonely little queen, her lonelier, splendid doll, her porter's happy little daughter and the remarkable adventures of the three.) Prentice.
- Diaz, A. M.—William Henry Letters.....Lothrop, \$1.00
(Freckles, red hair and a quick temper are William Henry's failings, but they weigh little against honesty, truthfulness and loyalty. The former make his heart sore many times, but the latter win the love of his schoolmates and make glad the home to which his letters go. Prentice.)
- Dodgson, Rev. Chas.—(Lewis Carrol Pseud.) Alice in Wonderland (Canterbury Classics)Rand, 30c
(This edition is well edited and illustrated; more elaborate editions are published by Macmillan.)
- Gladden, Washington.—Santa Claus on a Lark....Century, \$1.25
(A collection of splendid stories, full of the true Christmas spirit.)
- Harris, Joel C.—Uncle Remus; his songs and his sayings....
Appleton, \$2.00
(Stories told to the children by the old negro Uncle Remus, of the sly tricks Brer Rabbit, Brer Fox and the other animals played upon each other.)

Otis, James.—Toby Tyler.....Harper, 60c
(The story of a little boy with a circus company; his disillusion and escape.) Baker.

Page, T. N.—The Page Story Book (School Reading).....
Scribner, 50c
(Stories selected from the author's various works and adapted for school use. The book includes "Two Little Confederates;" "A Little Confederate Hero;" "Jack and Jake;" and "The Christmas Peace.")

Sewell, Anna.—Black Beauty (Standard Literature Series)...
University Pub. Co., 50c

Smith, M. P. W.—Jolly Good Times.....Little, \$1.25
(A wholesome story of child-life on a farm.)

Stoddard, W. O.—Two Arrows.....Harper, 60c
(One of the few really good Indian stories and one that makes a strong plea for the education of the Indian.) Prentice.

Segur, S. R.—Story of a Donkey; abridged from the French
by Charles Welsh. Similar to Black Beauty. (Home and
School Classics.)Heath, 20c

Wyss, Rev. J. D. Ed.—Swiss Family Robinson.....Ginn, 45c

FIFTH GRADE.

Alcott.—Eight CousinsLittle, \$1.50
(The story of a little orphan girl and her numerous boy cousins and of their companionship. Full of interest and benefit to any boy or girl who is old enough to read it.)

Alcott.—Little MenLittle, \$1.50
(Little Men, it is safe to say, has done as much to make boys and girls good as any story that ever was written.) Prentice.

Baylor, F. C.—Juan and Juanita.....Houghton, \$1.50
(The story of the capture of two little Mexican children by the Indians, their escape and journey back to their own people. A good picture of Indian and Mexican life is incidentally given.)

Brooks, E. S.—Master of the Strong Hearts.....Dutton, \$1.50
(Thrilling tale of Custer's last rally in the valley of the Little Big Horn, and his defeat by Sitting Bull, the medicine chief of the Sioux and crafty master of the Strong Hearts.) Pittsburgh.

Brooks, Noah.—Boy Emigrants.....Scribner, \$1.25
(Adventures of some boys who started from Illinois to cross the plains shortly after the breaking out of the "gold fever" in California.) Hardy.

Burnett, F. H.—Sara Crewe.....Scribner, \$1.00
(The happenings of this story are quite unreal and Sara is, to say the least, a very unusual little girl; but the ideals of the story are those of gentle breeding and courage and the story is intensely interesting.) Prentice.

- Drummond, Henry.—*Monkey That Would Not Kill.* (Library Binding.) Dodd, \$1.00
 (Pranks and hairbreadth escapes of a mischievous monkey who "won't hang, won't drown, won't shoot.") Pittsburgh.
- Jamison, Mrs. C. V.—*Lady Jane.*.....Century, \$1.50
 (The experiences of a little Southern girl, made an orphan by her mother's death and left to the care of strangers in the French quarter of New Orleans.)
- Stoddard, W. O.—*Dab Kinzer*Scribner, \$1.50
 (The "story of a growing boy." The book is written in the author's usual style of energy and good cheer.)
- Thurston, A. C.—*The Bishop's Shadow.*.....Revell, \$1.00
 (The story of the unconscious influence of Bishop Phillips Brooks in reshaping the character of a street waif. The book contains all the adventure of an Alger book, but has a much higher tone and contains none of the improbabilities so characteristic of the Alger books.)
- Wiggin, K. D.—*Birds' Christmas Carol.*.....Houghton, 50c
 (A story of mixed pathos and fun; the pathos in the life of an invalid girl; the fun in the amusing performances of a large family of poor children whom she befriends. A. L. A.)

SIXTH GRADE.

- Abbott, A. B.—*A Frigate's Namesake.*.....Century, \$1.00
 (Essex Thurston, aged twelve, born with a real love for the sea, keeps her enthusiasm through her school days and we last see her aboard the Wineegan as it speeds down the ways into the sea beyond. This book has proved of value in interesting girls in naval history.) Prentice.
- Alcott, L. M.—*Jack and Jill.*.....Little, \$1.00
 (Jack is a rich little boy, Jill is a poor little girl and they are friends. In a coasting accident both are injured. They have a long, trying time of sickness before they regain health and the story shows how the love and thoughtfulness of their friends helped them through this period. The story shows also the possibility of hearty, sensible boy-and-girl friendship.) Prentice.
- Alcott, L. M.—*Old-fashioned Thanksgiving.*.....Little, \$1.00
 (Short stories.)
- Alcott, L. M.—*Under the Lilacs.*.....Little, \$1.00
- Alcott L. M.—*Lulu's Library 3 Vols.*.....each, \$1.00
 (A collection of "life-lesson" stories without obtrusion of the moral.)
- Dodge, M. M.—*Hans Brinker.*.....Scribner, \$1.50
 (Dutch patience, loyalty and steadfastness are here exemplified in Hans and his brave mother.)

- Ruskin, John.—King of the Golden River and Other Wonder Stories Houghton, 25c
 (In the name-story, "The inheritance which was lost by cruelty was regained by love." Besides Ruskin, Bjornson, Andersen, Grimm and Scudder are represented in this little book.) Prentice.
- Seawell, M. E.—Little Jarvis.....Appleton, \$1.00
 (The pathetic story of a little midshipman, gay and careless, yet ready to answer with his life at honor's call. Prentice.)
- Stuart, R. McE.—Solomon Crow's Christmas Pockets and Other TalesHarper, \$1.25
 (Stories of Southern child-life.)
- Taggart, M. A.—Little Grey House.....McClure, \$1.25
 (The story of three true-hearted, attractive young girls, who make light of family misfortunes and thus tide over evil days.)
- Thompson, D. P.—Green Mountain Boys.....Burt, \$1.00
 (An old romance of the settlement of Vermont, embodying hero tales of Vermont, and stirring episodes like the Capture of Ticonderoga.) Baker.
- Tomlinson, T. T.—Washington's Young Aids.....Wilde, \$1.50
- True, J. P.—Scouting for Washington.....Little, \$1.00
 (A story of the days of Sumter and Tarleton.)
- Wade, W. H.—Our Little Russian Cousin.....Page, 60c
- Ward.—Gypsy BreyntonDodd, \$1.50
 (The story of a tom-boy girl, whose kindness and cheer make her a desirable companion for young people.)
- Wilkins, M. E.—Young Lucretia and Other Stories..Harper, \$1.25
 (The sturdiness and frugality of New England child-life of forty years ago, as depicted in these stories, form a sharp contrast to child-life of today. The comparison is not without profit to our modern young people.)
- Wiggin, K. D.—Polly Oliver's Problem; A Story for Girls.
 (Riverside School Library).....Houghton, 60c
 (Lively story of a bright girl's solution of the question of self-support.) N. Y.
- Wiggin, K. D.—Rebecca of Sunnybrook Farm....Houghton, \$1.25
- Wiggin, K. D.—Summer in a Canon.....Houghton, \$1.25
 (A California story of camp-life undertaken by a party of girls and boys.)

SEVENTH GRADE.

- Alcott, L. M.—Little Women.....Little, \$1.00
- Alcott, L. M.—Old-fashioned GirlLittle, \$1.00
- Andrews, Mrs. M. R. S.—The Perfect Tribune.....Scribner, 50c
 (An incident connected with Lincoln's Gettysburg speech furnishes the subject for this fine short story. Oregon List.)

- Boyesen, H. H.—*Boyhood in Norway*.....Scribner, \$1.25
(Short stories of boy-life in Norway by a true son of the Vikings. Prentice.)
- Clemens, S. L.—(Mark Twain pseud.) *Prince and the Pauper*.
Harper, \$1.75
(Through a misadventure, the boy, afterwards Edward VI. of England, changes place with a street waif.) N. Y.
- Channing, B. M.—*Winifred West*.....Wilde, \$1.00
(Wholesome story of a young girl violinist.)
- Cooper, J. F.—*The Deerslayer*, illus. by H. M. Brock. (Illustrated pocket classics.).....Macmillan, 80c
- Cooper, J. F.—*Last of the Mohicans* (Riverside School Library) Houghton, 70c
(A good school edition of this classic.)
- Deland, E. D.—*Oakleigh*.....Harper, \$1.25
(Unaffected story, with sentiment but no sentimentality, for girls just entering the novel-reading period.) Pittsburgh.
- Dodge, M. M.—*Donald and Dorothy*.....Century, \$1.50
(Entertaining every day doings of a merry boy and girl, about whom an interesting mystery lingers.) N. Y.
- Dickens, Charles.—*Little Nell*; edited by E. E. Hale (Standard Literature Series)University Pub. Co., 50c
- Dickens, Charles.—*Paul Dombey*; ed. by E. E. Hale (Standard Literature Series)University Pub. Co., 50c
- Dickens, Charles.—*David Copperfield*; ed. by E. E. Hale. (Standard Literature Series.).....University Pub. Co., 50c
- Dickens, Charles.—*Christmas Stories*; ed. by E. E. Hale. (Standard Literature Series).....University Pub. Co., 50c
(These are abridged editions of Dickens' more popular books, and will serve as a very good introduction to Dickens.)
- Goss, W. L.—*Tom Clifton* (Young People Series) Crowell, \$1.50
(Western boys in Grant's and Sherman's armies '61-'65.)
- King, Capt. Charles.—*Cadet Days*.....Harper, \$1.25
(A story of life at West Point, both interesting and instructive.)
- Kipling, Rudyard.—*Jungle Book*Century, \$1.50
(Mowgli, the hero of the most of the stories, is a man-child reared among the wolf-pack and to whom the fierce law of the jungle is an open book. The *Jungle Book* is a book to be felt, not described.) Prentice.
- Scott, Sir Walter.—*Ivanhoe* (Riverside School Library).....
Houghton, 70c
- Scott, Sir Walter.—*Kenilworth*; Abridged (Electric Readings)
American Book Co., 50c

Stevenson, R. L.—Treasure Island (Canterbury Classics)....

Rand, 50c

(A good edition of this exciting story of the search for hidden treasure.)

Trowbridge, J. T.—Tinkham Brothers Tide-Mill.....Lee, \$1.25

(Mr. Trowbridge may not be a great writer, but he goes directly to the boyish heart. Prentice.)

Warner, C. D.—Being a Boy.....Houghton, \$1.00

(A fine picture of New England life of the better type, as seen by the boy and remembered by the man. Baker.)

Zollinger.—Widow O'Callihan's Boys.....McClurg, \$1.25

EIGHTH GRADE.

Alcott, L. M.—My Boys.....Little, \$1.00

Alcott, L. M.—Spinning-wheel Stories.....Little, \$1.25

Aldrich, T. B.—Story of a Bad Boy (Riverside School Library)

Houghton, 70c

(Story of a mischievous, but truly good, natural New England boy. Puritanism is characterized. N. Y.)

Barbour.—Behind the Line.....Appleton, \$1.20

(A story of college life, and foot ball.)

Coffin, C. C.—Winning His Way.....Estes, \$1.25

(How a plucky boy not only won his way through poverty and trials, but did brave deeds as a soldier in the Union Army. Pittsburgh.)

Davis, R. H.—Stories for BoysScribner, \$1.00

(Well written stories for the older boys.)

Gates, Eleanor.—Biography of a Prairie Girl.....Century, \$1.50

(A very graphic account of child-life—its hardships and plain living on a Northwest prairie twenty-five years ago.)

Hughes, Rupert.—Lakerim Athletic Club.....Century, \$1.50

Jackson, Mrs. H. H.—Ramona.....Little, \$1.50

(Written to expose the injustice of the United States Government's policy towards the Indians. The scenes are laid in Southern California and the hero is a mission Indian. The book gives a splendid picture of old-fashioned life on the Spanish rancho, the household, the pastoral occupations and the religious observances. Baker.)

Kipling, Rudyard.—KimDoubleday, \$1.50

(A child will get more of the true Indian from the book than he can gather from volumes of travel.)

Kingsley.—Westward Ho! (Standard Literature Series).....

(Selected portions of this book.)....University Pub. Co., 50c

Smith, F. H.—Colonel Carter of Cartersville....Houghton, \$1.25
(A splendid character sketch of an old Southern gentleman.)

Wiggin, K. D.—Penelope's Progress.....Houghton, \$1.25
(The experiences of three bright young women in their travels through Scotland. Their keen appreciation of the humorous and the avidity with which they seek out Scottish history makes the book both highly entertaining and instructive.)

Natural Science.

FIRST AND SECOND GRADES.

Bass, Florence.—Nature Stories for Young Readers; Book 1,
Animal Life; Book 2, Plant Life.....Heath, each 35c

Burt, M. E., Ed.—Nature Studies from Burroughs; Volumes
1 and 2Ginn, each, 25c

Chambers, Robert.—Out-door LandHarper, \$1.00
(An attractive book of the story book type with colored illustrations and just enough of the nature study in its text to make it more than a mere story book.)

Chase.—Stories from Birdland, 2 Vols.....Educ. Pub. Co., 50c

Parker and Helm.—Play-time and Seed-time.....Appleton, 35c

Pierson, Mrs. C. D.—Among the Farm-Yard People..Dutton, \$1.00
(Kindergarten stories pleasant to read and hear and not without their moral lesson. Will awaken kind feeling for farm animals.) Oregon List.

Pierson, Mrs. C. D.—Among the Meadow People....Dutton, \$1.00
(Stories to read aloud to little children; told with some humor and much imagination. About the birds, insects and other small animals.)

Wright, J. McN.—Seaside and Wayside No. 1.....Heath, 35c
(The first in a series of Nature Readers "Describes crabs, wasps, spiders, bees and some univalve mollusks.")

THIRD GRADE.

Brown, E. V.—Stories of the Woods and Fields.....Globe, 45c

Brown, K. L.—Alice and Tom.....Heath, 40c
(Nature study as undertaking by two little children in a simple form.)

Dopp, Katherine.—Tree dwellersRand, 45c
(The aim of these books is to give a view of the main steps in the early progress of the race. The language is simple, illustrations ample and "things to think about after each lesson will stimulate thought and action.")

- Holbrook, Florence.—Book of Nature Myths.....Houghton, 45c
(A reader of the folk-lore of primitive races.)
- Morley, Margaret.—Seed BabiesGinn, 25c
(Treats of beans, melons, peas, nuts and eggs.)
- Noel, M.—BuzHolt, \$1.00
(The life of a honey bee told in a simple form.)
- Parker and Helm.—On the farm.....Appleton, 40c
- Wright, J. McN.—Seaside and Wayside, No. 2.....Heath, 35c

FOURTH GRADE.

- Andrews, Jane.—Stories Mother Nature told her Children..
Ginn, 50c
- Bailey, L. H.—First Lessons with Plants.....Macmillan, 40c
(An abridgment of the author's "Lessons on Plants." One of the best simple books on botany.)
- Craik, G. M.—So-fat and Mew-mew; edited by Lucy Wheelock
(Home and School Classics).....Heath, 20c
(Story of a family dog and cat. "The development of amiable traits of character from most disagreeable ones is told in so skillful a fashion as to hold up a mirror to many fretful and discontented children.") Oregon List.
- Dana, Mrs. W. S.—Plants and their Children Amer. Book Co., 65c
- Dopp, Katherine.—Early Cave-Men.....Rand, 45c
- Eddy, S. J.—Friends and Helpers.....Ginn, 60c
(Well chosen stories and poems about animals.)
- Kelly, Mrs. A. B.—Short Stories of our Shy Neighbors. (Eclectic Readings.)Amer. Book Co., 50c
- Stwin.—Eyes RightLothrop, \$1.25
(The story of how Johnny and Fred found out things by keeping their "eyes right.")
- Walker, M. C.—Our Birds and their Nestlings Amer. Book Co. 50c

FIFTH GRADE.

- Burroughs, John.—Squirrels and other Fur-Bearers. (River-side School Library.)Houghton, 50c
- Dopp, Katherine.—Later Cave-MenRand, 45c
(The series in which this book is third is designed to present in narrative form "a generalized view of the main points in the early progress of the race." The book has to do with the age of the chase. It tells about the migration of the game; why the cave-men made changes in their implements and how they made them; about the conquest and use of fire and other things which illustrate man's development and increasing mastery. A. L. A.)

- Miller, Olive T.—Second Book of Birds.....Houghton, \$1.50
 (Treats of the bird as an individual. Talks about its clothes, schooling, food, how it behaves and how to study it. Colored plates.)
- Seton.—Lobo Rag and Vixen (Scribner School Reading)....
 Scribner, 50c
- Wright, J. McN.—Seaside and Wayside Series No. 3..Heath, 45c

SIXTH GRADE.

- Buckley.—Fairylend of ScienceAppleton, \$1.50
- Comstock, A. B.—Ways of the Six-Footed.....Ginn, 40c
- Dana, Mrs. W. S.—How to Know the Wild Flowers..Scribner, \$1.75
- Meadowcroft.—A. B. C. of Electricity..... Educ. Pub. Co., 50c
 (Endorsed by Edison.)
- Needham, J. C.—Out-door Studies.....Amer. Book Co., 40c
- Porter, J.—Stars in Song and Legend.....Ginn, 60c
- Seton.—Wild Animals I have Known.....Scribner, \$1.50
- Miller, Olive T.—Second Book of Birds.....Houghton, \$1.50

SEVENTH AND EIGHTH GRADES.

- Blanchan, N.—How to Attract the Birds.....Doubleday, \$1.25
- Chapman.—Bird LifeAppleton, \$2.00
- Roberts, C. G.—Kindred of the Wild.....Page, \$2.00
- St. John.—Things a Boy Should Know About Electricity....
 St. John, \$1.00

Occupation and Invention.

- Beard, Dan C.—New Ideas for Out-of-Doors; the field and forest bookScribner, \$2.00
 (Tells how to make kites, herbariums, fire-engines, boats, bridges log-house, sleds, etc., and how to camp, pack a horse and do other things useful in an out-door life. Oregon.)
- Hale, E. E.—Stories of Invention; told by inventors and their friends; (Accounts of the works of inventors in time past; the story of the Bessemer steel being of special interest to the children of this iron region.)

- Hill, C. F.—Fighting a Fire.....Century, \$1.50
 (Accounts of the work, organization, methods, dangers and heroism of the New York firemen.)
- Moffat, Cleveland.—Careers of Danger and Daring..Century, \$1.50
- Lane.—Triumphs of ScienceGinn, 25c
- Mowry, W. A. and Mowry, A. M.—American Inventors and Inventions Silver, 65c
 (Considers in a simple direct way, important topics connected with the growth and development of our country; grouping them under the headings, heat; light; food; clothing; and letters. Buffalo Library List.)
- Sloane.—Electric Toy-Making.... Henly, \$1.00
- Wheeler, C. C.—Woodworking for Beginners.....Putnam, \$2.50
 (A book for the older boys who really wish to make things successfully and like a workman." It contains a great variety of designs, with detailed directions for their execution. Tells how to make toys, houses for animals and furniture. Gives simple directions for beginners for house-building and boat-building.) Oregon List.

Geography and Travel.

FIRST AND SECOND GRADES.

- Carroll, S. W.—Around the World; Geographical Reader, Vol. I.
 Silver, 30c
 (Introduces the Eskimos, North American Indians, Arabs, Dutch, Chinese and Japanese. Large clear type; many good pictures. Prentice.)
- Dutton, M. B.—In Field and Pasture (World at Work Series)
 Amer. Book Co., 35c
 (Stories about the Pueblo Indians, the Egyptians, the Navajo Indians, the Tibetans, the Cubans and other agricultural peoples. Oregon List.)
- Mott, S. M. and Dutton, M. B.—Fishing and Hunting (World at Work Series)Amer. Book Co., 30c
 (Child-life among the present day peoples of the Philippine Islands, Alaska and the Arctic.)
- Smith, M. E. E.—Eskimo Stories.....Rand, 40c
 (A reader for younger children. To be read by those who have heard the Peary stories. Oregon List.)

THIRD AND FOURTH GRADES.

- Andrews, Jane.—Each and All; The Seven Little Sisters prove their sisterhoodGinn, 50c

- Andrews, Jane.—Seven little Sisters Who Live on the Round
Ball that Floats in the Air.....Ginn, 50c
(The stories give a vivid picture of child-life in the different
countries.)
- Carroll, S. W.—Around the World; Geographical Reader, Vol. 2.
Silver, 45c
(Some useful information about Alaska, Mexico, Norway, Sweden
Switzerland, Cuba, Porto Rico, the Philippines and Hawaii. Pre-
mice.)
- Schwartz, J. A.—Five Little Strangers and How They Came to
Live in AmericaAmer. Book Co., 40c
(Stories of the Pilgrim child—the Indian in America—the
Chinese lad in San Francisco—the Filipino.)
- Scandlin, C.—Hans, the Eskimo; A Story of Arctic Adventure.
Silver, 42c
- Shaw, E. R.—Big People and Little People of Other Lands
(Eclectic Readings)Amer. Book Co., 30c

FIFTH AND SIXTH GRADES.

- Badlam, A. B.—Views in Africa (World and Its People)...
Silver, 72c
- Coe, F. E.—Modern Europe (World and Its People) Silver, 60c
- Coe, F. E.—Our American Neighbors (World and Its People)
Silver, 60c
(Geography of Canada, Mexico, Central and South America.)
- Carpenter, F. G.—Africa (Geographical Readers)
Amer. Book Co., 60c
- Carpenter, F. G.—Asia (Geographical Readers)
Amer. Book Co., 60c
- Carpenter, F. G.—Australasia, Our Colonies and Other Islands
of the Sea. (Geographical Reader)....Amer. Book Co., 60c
- Carpenter, F. G.—Europe (Geographical Reader).....
Amer. Book Co., 70c
- Carpenter, F. G.—South America (Geographical Reader)....
Amer. Book Co., 60c
- Carpenter, F. G.—North America (Geographical Reader)....
Amer. Book Co.,
(Just the information which intelligent boys and girls want in
regard to countries; their cities, people, products and marvels of
natural scenery. Prentice.)
- Chamberlain, J. F.—How We Are Fed; A Geographical Reader
Macmillan, 40c
- Chamberlain, J. F.—How We Are Clothed; A Geographical
Reader Macmillan, 40c

- Chamberlain, J. F.—How We Are Sheltered; A Geographical Reader Macmillan, 40c
- Campbell, H. L.—Story of Little Jan, the Dutch Boy (Children of the World Series.).....Educ. Pub. Co., 25c
- Campbell, H. L.—Story of Little Konrad, the Swiss Boy....
Educ. Pub. Co., 25c
- Dodge, M. M.—The Land of Pluck; Stories and Sketches for Young FolkCentury, \$1.50
(Bits of travel and history, with some stories of Dutch life. Oregon List.)
- George, M. M., Ed.—Little Journey to England (Library of Travel) Flanagan, 50c
(Part I. London and Liverpool. Part II. England and Wales.)
- George, M. M., Ed.—Little Journeys to Balkans, European Turkey and Greece (Library of Travel) Flanagan, 50c
- George, M. M., Ed.—Little Journey to France and Switzerland (Library of Travel) Flanagan, 50c
- George, M. M., Ed.—Little Journey to Germany (Library of Travel) Flanagan, 50c
- George, M. M., Ed.—Little Journey to Russia and Austria-Hungary (Library of Travel) Flanagan, 50c
- George, M. M., Ed.—Little Journey to Cuba (Library of Travel) Flanagan, 50c
(Bound with her "A Little Journey to Porto Rico.")
- George, M. M., Ed.—Little Journey to Holland, Belgium and Denmark (Library of Travel) Flanagan, 50c
- George, M. M., Ed.—Little Journey to Mexico (Library of Travel) Flanagan, 40c
- Hale, E. E.—Historic Boston (Home Reading Books).....
Appleton, 50c
- Lane, Mrs. M. A. L., Ed.—Toward the Rising Sun; Sketches of Life in Eastern Lands. (Youths' Companion Series)
Ginn, 25c
(Life in India, China, Japan, Korea and the East Indies.)
- McClintock, Samuel.—The Philippines; A Geographical ReaderAmer. Book Co., 40c
(Attractive and accurate.)
- Schwatka, Frederick.—Children of the Cold. New Edition.
Educ. Pub. Co., \$1.25

SEVENTH AND EIGHTH GRADES.

- Brassey, A. A.—Baroness. Voyage in the Sunbeam. . Longmans, 75c
(From England, via Madeira, Cape de Verde, Rio Janeiro, Straits of Magellan, South Sea and Sandwich Islands, Japan, China, Ceylon and Mediterranean. N. Y.)

- Bullen, E. T.—Cruise of the Cachalot; Around the World After Sperm WhalesCrowell, 60c
(English sailor's cruise in a New Bedford whaler. Spirited, graphic pictures of methods, dangers and delights. N. Y.)
- Dana, R. H.—Two Years before the Mast (Riverside School Library)Houghton, 70c
- Du Chaillu, P. B.—Land of the Long Night.....Scribner, \$2.00
(Winter journey by reindeer, sledge and on skis to northern Scandinavia. Describes adventures with wolves and bears, life with the queer little Lapps, etc. N. Y.)
- Lane, Mrs. M. A. L.—Northern Europe (Youths' Companion Series) Ginn, 25c
- Lane, Mrs. M. A. L.—Under Sunny Skies (Youths' Companion Series) Ginn, 25c
- Lummis, C. F.—A Tramp Across a Continent....Scribner, \$1.25
(Full of adventure and lively description of the southern route from Ohio to California.)
- Lummis, C. F.—Strange Lands Near Home (Youths' Companion Series)Ginn, 25c
(Chiefly about Mexico and South America.)
- Straubenmuller, Gustave—Home Geography of New York City Ginn, 60c

Biography.

FIRST AND SECOND GRADES.

- Chase, Annie.—Boyhood of Famous Americans (American Biographical Series)Educ. Pub. Co., 40c
- Rame, L.—Child of Urbino.....Educ. Pub. Co., 50c
- Stories of American Pioneers.....Amer. Pub. Co., 50c
(Stories of Boone, Clark, Fremont and Carson.)
- Stories of Great Men (American Biographical Series.) (Columbus, Washington, Penn and Putnam.) .Educ. Pub. Co., 50c
- Shaw, E. S.—Discoverers and Explorers (Eclectic Readings.)
Amer. Book Co., 40c

THIRD GRADE.

- Baldwin, James—Fifty Famous Stories Retold Amer. Book Co., 40c
- Cravens, Francis.—Story of Lincoln.....Pub. Sch. Pub. Co., 35c
(A short biography told for little children.)

- Eggleston, E.—Stories of Great Americans for little AmericansAmer. Book Co., 40c
- Horne and Scobey.—Stories of Great Artists Amer. Book Co., 40c
- Horne and Scobey.—Stories of Great Musicians.....
Amer. Book Co., 40c
- Kupfer, G. H.—Lives and stories worth remembering (Eclectic Readings)Amer. Book Co., 45c
(Tales from real life and from masterpieces of poetry and prose. Among the biographies are sketches of Stevenson Nightingale, Socrates, Charles and Mary Lamb, Goldsmith, Palissy the potter and Elizabeth Fry.) Prentice.

FOURTH GRADE.

- Tappan, E. M.—Alfred the Great. In the Days of King Alfred
Lothrop, \$1.00
- Baldwin, James.—Abraham LincolnAmer. Book Co., 50c
- Baldwin, James.—George Washington.....Amer. Book Co., 50c
- Brooks, E. S.—True Story of Lincoln.....Lothrop, \$1.50
- Brooks, E. S.—True Story of Franklin.....Lothrop, \$1.50
- Brooks, E. S.—True Story of Washington.....Lothrop, \$1.50
- Brooks, E. S.—True Story of Columbus.....Lothrop, \$1.50
- Brooks, E. S.—True Story of U. S. Grant.....Lothrop, \$1.50
- Foe, Eugenie.—Boy Life of Napoleon.....Lothrop, \$1.50
(A pleasing introduction to the life of Napoleon; translated and adapted from the French of Mme. Foa by E. S. Brooks.)
- Haaren, J. H. and Poland A. B.—Famous Men of Rome.....
University Pub. Co., 50c
- Haaren, J. H. and Poland A. B.—Famous Men of Greece....
University Pub. Co., 50c
(Presents stories of brave deeds. The tales are both legendary and historic.) Oregon List.
- Hunter, M. Van B.—Stories of Famous Children....Ormsby, \$1.00
- Nansen, F.—Bull, J. B. Fridtjof Nansen.....Heath, 30c
(The story briefly told of Nansen's youth; early youth, manhood and his adventures in the Arctic regions. About twenty pictures, showing Nansen and his ship in Arctic regions add to the attractiveness of the book.)
- Marco Polo.—Travels of Marco Polo; abridged (School Reading)Appleton, 50c
- Roosevelt, T.—The Roosevelt Book (Scribner School Reading)Scribner, 40c
(The introduction contains a very good sketch of President

Roosevelt by Robert Bridges and among the selections by the president himself, are sketches of Grant, Boone and some of the Rough Riders.)

FIFTH GRADE.

Andrews, Jane.—Ten Boys Who Lived on the Road from Long Ago to NowGinn, 50c

Baldwin, James.—Thirty More Famous Stories Retold..... Amer. Book Co., 50c

Tappan, E. M.—Elizabeth, Queen of England. In the Days of Queen ElizabethLothrop, \$1.00

Franklin, Benjamin.—Autobiography of Franklin's Life from the point where the biography ends; drawn chiefly from his letters; with notes. (Riverside Literature Series.) Houghton, 40c

(Not only one of the most widely read and readable books in our language but has had the distinction of enriching the literature of nearly every other. Bigelow.)

Lincoln, A.—Schurz, Carl; Abraham Lincoln. (Riverside Literature Series.)Houghton, 40c

Joan of Arc.—Andrew Lang. The Story of Joan of Arc. (Children's Heroes Series).....Dutton, 50c

Kelly, M. D.—Raleigh, Sir Walter. Story of Walter Raleigh. (Children Heroes Series)Dutton, 50c

Scudder, H. E.—Washington. George Washington; an historical biography. (Riverside Literature Series)..Houghton, 40c

(One of the best lives of Washington for young readers and among the best of the one volume lives of Washington for readers of any age. Larned.)

Tappan, E. M.—William the Conqueror. In the Days of William the ConquerorLothrop, \$1.00.

SEVENTH AND EIGHTH GRADES.

Alcott, L. M.—Life and Letters of Louisa May Alcott; edited by E. D. CheneyLittle, \$1.50

(Home life of the author of Little Women; her experiences as an army nurse, struggles as an author, etc. N. Y.)

Barnes, Jas.—Hero of Erie.....Appleton, \$1.00
(The story of Commodore Perry's Victory.)

Custer, Elizabeth.—Boy General. (Scribner School Reading.) (The Life of Major George Custer.).....Scribner, 50c

Abbott, J. S. C.—Crockett. David Crockett.....Dodd, 75c

Goldsmith.—Irving Washington. Oliver Goldsmith; ed. by H. E. Coblenz. (Heath's English Classics)....Heath, 50c

- Mable, H. W.—Heroes Every Child Should Know. Doubleday, \$1.50
- Muhlbach, Louise.—Marie Antoinette and Her Son. Appleton, \$1.00
- Napoleon.—Hathaway, E. V. Napoleon, the Little Corsican.
(Little Lives of Great Men.).....Rand, 50c
- Wright, H. C.—Children's Stories in American Literature.
(Scribner School Reading) 2 Vols.....Scribner, ea. 50c
- Riis, Jacob.—Making of an American. (Macmillan's Standard Library)Grosset, 50c
(An attractive autobiography of a very interesting life. Children will become greatly interested in the book if it is read aloud to them.)

History.

SECOND GRADE.

- Davis.—Stories of the United States.....Educ. Pub. Co., 40c
(Colonial life. Well illustrated.)
- Dawes.—Stories of Our Country; Vol. 1 and 2 Educ. Pub. Co. 40c
- Dodge, N. S.—Stories of American History.....Lee, 30c
(Stories of Colonial and Revolutionary times, very straightforwardly told.)
- Welsh.—Colonial daysEduc. Pub. Co., 40c
(Written in a very simple style. Illustrated by Olive M. Long.)

THIRD AND FOURTH GRADES.

- Bass, Florence.—Stories of Pioneer Life For Young Readers.
Heath, 50c
(Coming of the white man—Marquette, Hunters, Daniel Boone, Flat boats, Block houses and forts, Down the Ohio, Frances Slocum, Lincoln.) Oregon.
- Eggleston, Edward.—First Book in American History.....
Amer. Book Co., 60c
(Exceptionally good introduction to American history. Dwells on the important periods as represented in the lives of great men.) Larned.
- Eggleston, Edward.—Stories of American Life and Adventure.
(Eclectic Reading)Amer. Book Co., 50c
- Gordy, W. F.—American Leaders and Heroes; a preliminary text-book in United States History.....Scribner, 60c
(An historical reader which makes prominent the personal traits of the leaders.) Oregon.

- Husted, M. H.—Stories of Indian Children.....
Public School Pub. Co., 40c
- Pratt, Mara L.—Stories of Colonial Children Educ. Pub. Co., 40c
- Snedden, G. S.—Docas; the Indian Boy of Santa Clara....
Heath, 45c
- Stone, G. L. and Fickett, M. G.—Every Day Life in the
Colonies Heath, 40c
(Early customs described in simple form.)

FIFTH GRADE.

- Carver and Pratt.—Our Fatherland.....Educ. Pub. Co., 50c
- Dutton, M. B.—Little Stories of France. (Eclectic Read-
ings)Amer. Book Co., 40c
(Useful supplement to geographical work. This volume is de-
voted chiefly to stories of the makers of French history.) Oregon
List.
- Dutton, M. B.—Little stories of Germany (Eclectic Readings)
Amer. Book Co., 40c
(Separate stories arranged so as to form a connected account
of the history of Germany, beginning with the mythological heroes
and extending to Kaiser Wilhelm. There are stories of the great
masters of music and painting as well as of kings and warriors,
of the invention of printing, as well as of the conquest of land.)

FIFTH AND SIXTH GRADES.

- Blaisdell and Ball.—Short Stories from American History.
Ginn, 40c
- Blaisdell and Ball.—Stories from English History....Ginn, 50c
- Blaisdell and Ball.—Hero Stories from American History.
Ginn, 50c
- Hart, A. B.—Camps and Firesides of the Revoution.....
(Source Reader No. 2).....Macmillan, 50c
- Hart, A. B.—How Our Grandfathers Lived.....Macmillan, 50c
(Source Reader No. 3.)
- Humphrey, F. A.—How New England Was Made..Lothrop, \$1.25
- Jenks, A. E.—Childhood of Ji-Shib, the Ojibwa....Atkinson, 60c
- Johnnot, James.—Stories of Our Country..Amer. Book Co., 40c
(The stories are of various periods, from that of colonization
through the war of 1812. They still remain standard literature
for children.)
- Lovering.—Stories of New York.....Educ. Pub. Co., 50c
- Lodge and Roosevelt.—Hero Tales from American History.
Century, \$1.50

- McMurry.—Pioneer Stories of the Mississippi Valley.....
Public School Pub. Co., 50c
- St. Nicholas.—Indian Stories; retold from St. Nicholas.....
Century, 65c
- St. Nicholas.—Colonial Stories; retold from St. Nicholas....
Century, 65c
- St. Nicholas.—Civil War Stories; retold from St. Nicholas..
Century, 65c
- St. Nicholas.—Revolutionary Stories; retold from St. Nicholas
Century, 65c
- Tappan, E. M.—Our Country's Story.....Houghton, 65c
- Wright, H. M.—Children's Stories of American Progress.
(Scribner School reading)Scribner, 50c
(The development of the country in resources, territorial ex-
tension, etc.)

SEVENTH AND EIGHTH GRADES.

- Arnold, E. J.—Stories of Ancient People....Amer. Book Co., 50c
(Brief sketches, with salient points in the national characters
of the Egyptians, Assyrians, Phoenicians, Hebrews, Medes and
Persians.) Oregon.
- Author anon.—Famous adventures and prison escapes in the
Civil WarCentury, \$1.50
- Clarke, Michael.—Story of Caesar. (Eclectic Readings)....
Amer. Book Co., 45c
(A readable sketch of Roman history in Caesar's time with em-
phasis on his character and victories.) Oregon.
- Eastman, Charles.—Indian Boyhood.....McClure, \$1.50
(Dr. Eastman is at the same time a cultured gentleman and a
Sioux Indian. Until at the age of about fifteen, he lived the life
of the "wild Sioux" in the Northwest, and he tells the story of
this life, vigorously and with much feeling. It is the inside view
of the education, sports, games, worship, hardships and pleasures
of Indian boyhood of thirty or forty years ago.) Prentice.
- Harris, Joel C.—Stories of Georgia.....Amer. Book Co., 40c
- Hart, A. B.—Romance of the Civil War (Source Book No. 4)
Macmillan, 60c
- Johnson, Rossiter.—War of 1812.....Dodd, Mead, \$1.50
- Kleffer, H. M.—Recollections of a Drummer Boy..Houghton, \$1.50
- Scott, Sir Walter.—Tales of a Grandfather. (Standard Lit-
erature Series)University Pub. Co., 30c
- Starr, Frederic.—American Indians. (Ethno-Geographical
reader)Heath, 45c

Some Reference Books Useful for the Teacher.

Bryant, Sarah Cone.—Stories to tell to Children..Houghton, \$1.50

(The author, herself a very successful story teller, here gives a few practical suggestions for the telling of the story. The book includes a number of stories adapted by the author for use in the school room.)

Clodd, Edward—Story of Primitive Man. (Library of Useful Stories.)Appleton, 35c

(Useful for the teacher who may be called upon to supplement the knowledge gained from the books for children. Oregon.)

Emery, M. S.—How to Enjoy Pictures; with a special chapter on pictures in the school room by Stella Skinner, Prang, \$1.50

(A modest book addressed to readers without special art training. It seeks to show, through suggestive comments on a number of typical examples, how to get pleasure and profit from pictures. Useful for the teachers of all grades.) Pittsburgh.

Fairbanks, H. W.—Home Geography for Primary Grades. Educ. Pub. Co., 60c

(Suggestive for the teacher as an introduction to geography.)

Hickson, S. J.—Story of Life in the Seas. (Library of useful Stories.) Appleton, 35c

(Compact, clear, interesting information.)

Harper, C. A.—One hundred fifty gymnastic games; compiled by members of the Boston Normal School of Gymnastics. Boston Normal School of Gymnastics..... \$1.50

(A splendid book for country schools and for all schools in which gymnastic work is given, or supervision extended over the play ground. Directions for playing indoor and out door games useful as gymnastic exercises. Simple and practical. Oregon.)

Holton, M. A. and Kimball, Eugenia.—Games, seat work and sense training exercises.....Flanagan, 40c

(A variety of educative exercises to cultivate attention and concentration. Games for the school room and seat work along industrial lines. Oregon.)

Hodge, C. F.—Nature Study and Life.....Ginn, \$1.50

(A splendid book for the teacher as an aid to the introduction of nature study into the elementary and secondary schools. It is for the teacher of younger classes not for pupils. It is a guide to nature study in its best sense and is free from the effeminization which is so often apparent in nature study books. Wyer.)

Sage, Elizabeth and Cooley, A. M.—Occupations for Little Fingers. Scribner, \$1.00

(Raffia work, sewing, paper cutting and folding, modeling, weaving, beadwork, crocheting and knitting, etc. A manual for grade teachers.)

Salisbury, Grace and Beckwith.—Index to Short Stories..Row, 50c

(Arranged under such headings as a teacher is likely to need in seeking material for story telling.)

Directory of Publishers of Books Listed in This Catalogue.

- Atkinson.**—Atkinson, Mentzer & Grover, 223-225 Washington St., Chicago.
- Appleton.**—D. Appleton & Co., 29-35 West 32nd St., New York City.
- Amer. Book Co.**—American Book Co., 100 Washington Square, New York City.
- Baker.**—Baker, Taylor Co., 33-37 East 17th St., New York City.
- Bobbs, M.**—Bobbs, Merrill Co., 9-11 West Washington St., Indianapolis Ind.
- Bradley.**—Milton Bradley Co., 49 Willow St., Springfield, Mass.
- Burt.**—A. L. Burt & Co., 52 Duane St., New York City.
- Century.**—Century Co., Union Square, New York City.
- Crowell.**—T. Y. Crowell, 426-428 West Broadway, New York City.
- De Wolfe.**—De Wolfe, Fiske & Co., 361 Washington St., Boston.
- Dodd.**—Dodd, Mead & Co., 372 Fifth Ave., New York City.
- Doubleday.**—Doubleday, Page & Co., 133-137 East 16th St., New York City.
- Dutton.**—E. P. Dutton & Co., 31 West 23rd St., New York City.
- Educ. Pub. Co.**—Educational Publishing Co., 18 East 18th St., New York.
- Estes.**—Dana, Estes & Co., 208-218 Summer St., Boston.
- Flanagan.**—A. Flanagan, 266-268 Wabash Ave., Chicago.
- Ginn.**—Ginn & Co., 29 Beacon St., Boston, Mass.
- Globe.**—Globe School Book Co., 315 Wabash Ave., Chicago, Ill.
- Harper.**—Harper & Brothers, Franklin Square, New York City.
- Heath.**—D. C. Heath & Co., 278-388 Wabash Ave., Chicago, Ill.
- Henley.**—Noman Henley & Co., 132 Nassau St., New York.
- Holt.**—Henry Holt & Co., 34 E. West 33 St., New York City.
- Houghton.**—Houghton, Mifflin & Co., 4 Park St., Boston, Mass.
- Lane.**—John Lane Co., 110-114 West 23rd St., New York City.
- Lothrop.**—Lothrop, Lee & Shepard Co., 93 Federal St., Boston.
- Little.**—Little, Brown & Co., 254 Washington St., Boston, Mass.

- Longmans.**—Longmans, Green & Co., 91-93 Fifth Ave., New York.
McClure.—McClure & Co., 44-60 East 23rd St., New York City.
McClurg.—A. C. McClurg & Co., 215-231 Wabash Ave., Chicago.
Macmillan.—The Macmillan Co., 66 Fifth Ave., New York City.
Perry.—Perry, Mason & Co., Boston, Mass.
Merrill.—C. E. Merrill Co., 44-60 East 23rd St., New York City.
Morse.—The Morse Co., 31 Union Square, New York City.
Ormsby.—Frank, Earl, Ormsby & Co., 358 Dearborn St., Chicago.
Page.—L. C. Page & Co., 200 Summer St., Boston, Mass.
Prang.—Prang Educational Pub. Co., 113 University Place, New York City.
Pub. Sch. Pub. Co.—Public School Publishing Co., Bloomington, Illinois.
Putnam.—G. P. Putnam & Sons, 27-29 West 23rd St., New York.
Rand.—Rand, McNally & Co., 160-174 Adams St., Chicago, Ill.
Scribner.—Charles Scribner's Sons, 153-157 Fifth Ave., New York
Silver.—Silver, Burdett & Co., 85 Fifth Ave., New York City.
Small.—Small, Maynard & Co., 15 Beacon St., Boston, Mass.
Stokes.—F. A. Stokes & Co., 333-341 4th Ave., New York City.
Univ. Pub.—University Publishing Co., 27-29 West 23rd St., New York City.
Univ. of Chi. Press.—University of Chicago Press, 58th St. and Ellis Ave., Chicago.
Warne.—Frederick Warne & Co., 36 East 22nd St., New York.
Wilde.—W. A. Wilde, 192 Michigan St., Chicago.

Most of the volumes listed herein appear in the list of the Public School Library Commission and can be obtained from the St. Paul Book and Stationery Company at the reduced prices indicated in the Library Commission's catalogue.



A VIEW OF THE CAMPUS IN SUMMER.

Commencement Items

The annual Commencement exercises opened with the Baccalaureate sermon delivered Sunday afternoon, June seventh, by the Rt. Reverend James McGolrick, Bishop of Duluth. The subject "Education and Morality" was especially appropriate and was treated with the characteristic sincerity and learned thoughtfulness so familiar to all who know the good Bishop. The school is grateful indeed to him for his kindly service.

A delightful and most successful feature of commencement week, was the dramatization of Tennyson's "The Falcon," and several scenes from McCarthy's "If I Were King." In the latter, Miss Vivian Burrell interpreted a most convincing and fascinating Francois Villon, Miss Ruby Harris, a fair Lady Catherine, indeed, while Miss Nellie Anderson well earned the generous applause accorded her. All the participants deserve great praise for the excellent work done, which they attribute in large measure to the valuable coaching of Miss Long of the English department, under whose direction the double number was staged. Three performances were given, one on Monday afternoon, June 8th, for the Seniors of the local High School, who were guests of the class, the other two, Monday and Tuesday evenings, when relatives and friends were entertained.

The Commencement address was delivered Thursday morning, June 11th, by Dr. Edward Alsworth Ross, Professor of Sociology in the University of Wisconsin, on the theme "A Citizen of Zion." The breadth of view and keen insight into sociological conditions that characterize all the published work of Dr. Ross, together with his simple directness and charm of manner, made the occasion a rare treat to those who were so fortunate as to hear him. Through the increasing complexity of ethical and moral conditions incident to the industrial and social development of nations, he traced the abstraction of motive and end of motive from the personal and specific to the class and general public.

Simple was the task for the citizen of Zion in days of old to guard against the harm his own hand or word might do his neighbor, compared with the motives that must govern him today, in the corporate, far-reaching and complicated mechanism of society, of which he is a part and for whose stewardship he must give an

account. The clear and masterly way in which Dr. Ross handled the abstruse theme and the logical and reasonable deductions he left with his hearers, were beyond any tribute save that of deep-felt appreciation, hearty admiration and an honest resolution for more thoughtful living.

The most delightful event of the Commencement season and of the entire year, was, as it has been in preceding years, the annual reception to the Senior Class and Faculty by Mr. and Mrs. Washburn. It is an occasion which every member of the Senior Class and Faculty anticipates and remembers with peculiar pleasure. On Friday evening, June 5, between eight and eleven o'clock their beautiful home at Hunter's Park was the radiating center of a hospitality and good cheer such as is to be experienced nowhere else. With music and delightfully informal excursions about the house, the evening passed all too soon and another red letter day was numbered with the past.

The Annual Alumnae Banquet was held at Washburn Hall on Friday evening, June 8th. The largest number that has ever attended one of these banquets was present and it is also safe to assert that none has been more enjoyable. Miss Violet E. Robinson, '06, as president of the association, was toast mistress, a position which she filled in a very charming manner. Toasts were responded to by Mr. Washburn, President Bohannon and Miss Nichols, President of the Senior Class.

Officers of the Alumnae Association for the next year are: Helen Shaver, President, Nina Nichols, Secretary, and Flora Chisholm, Treasurer.

The school was very glad to contribute somewhat to the pleasure and convenience of the County Superintendents of the State who held a two-days' session in the city on June 9th and 10th. Their forenoon session on June 10th was held at the Normal School and gave them an opportunity to attend the class day exercises of the Senior Class. In the evening they were the guests of the school at a banquet at Washburn Hall, when a number of interesting talks were given by Bishop McGolrick, Mr. Washburn, Hon. C. B. Miller, Supt. Julius Boraas of Goodhue County, and Charlotte M. Knudson of Otter Tail County. The school hopes that the visiting Superintendents enjoyed their all too brief stay in the city and wishes to assure them of its own pleasure in being able to extend to them its hospitality.

Vacation Notes

Vacation breezes, as usual, have scattered Faculty and pupils to all points of the compass, in search of rest and recreation. Miss Palmer with her mother is spending the summer in Europe. Miss Carey also is enjoying a summer tour through England, Germany and France, under direction of the University Bureau of Foreign Travel. A card from her describes the charm of quaint old Heidelberg and her own enjoyment of the picturesque Rhine. Miss Horne, Miss Shoesmith and Miss Long are passing the summer at their respective homes in Ohio, Illinois and Kansas. Miss Robertson is enjoying a western trip and climbing the Rockies in Colorado. Mr. Strong with his family, occupied a cottage at Deerwood for a part of July, but he is now back for the second six weeks of work in the summer session.

Summer is so delightful in Duluth that many people prefer her familiar charms rather than fly to others that they know not of, so we find Dr. Kline raising the finest garden truck in the country, and Miss Quilliard extending delightful hospitality at her charming home in Lakeside. Mrs. Lyons, also, after conducting the Model School in connection with the first six weeks of the summer session, will spend the remainder of the vacation in the city. On account of the continuous session Miss Pettingill will remain at Washburn Hall throughout the summer.

Other News

There is to be but one change in the membership of the Faculty for the year 1908-1909. Miss Doell, who has had charge of the fourth and fifth years of the Model School, has resigned to take charge of the Art work in the City schools and is to be succeeded by Miss Anna Belswenger, a graduate of the University of Chicago and more recently a teacher in Miss Mittleberger's school at Cleveland.

The first six weeks of the regular summer term have ended and the work of the second half has begun. The registration for the first half was one hundred sixty while that for the remaining six weeks is but little more than fifty. The total enrolment for the term is considerably greater than that of former summer sessions and the general average of ability and application of students superior to that of any other year. It is probable that

the attendance of the second half of the term would have been greater if the work had not been offered on a six weeks basis.

It is especially gratifying to observe that the demand for review courses has almost entirely disappeared. This summer no student has devoted himself entirely to review work and only one class was organized for such work and that with a membership of only four. It is to be hoped that the call for such work will never again be made.

Miss Post, Miss Van Stone and Mr. Blair are teaching throughout the entire year, Miss Post having charge of work in English during the summer term, Miss Van Stone the classes in Algebra, Music and Drawing and Mr. Blair Geography, Physiology and Nature Study.

Mr. Hubbard has returned for the latter half of the summer session, having spent the preceding six weeks with his family visiting relatives in Indiana.

Supt. E. A. Freeman, of Grand Rapids, has charge of the class in Physics during Mr. Hubbard's absence and of those in Arithmetic and Geometry. The work in History and Civics during the first half of the summer session has been conducted by Supt. T. B. Hartley of Brainerd, who is now relieved by Mr. Strong for the latter half of the term.

Altogether this has been the most satisfactory summer session the school has held both in the character of the work done and the enjoyment evident in that work. One feature of the session that added greatly to its inspirations and enjoyment was a course of six lectures delivered in an interim of the morning session by Mr. Chas. W. Seymour upon the subjects: Marie Antoinette, Frederick the Great, Benjamin Franklin, Queen Elizabeth, the Marquis de Lafayette and William of Orange. Mr. Seymour's dramatic word pictures proved a delightful change from the routine of daily recitation and added a zest to the interest along historical and biographical lines.

Miss Dora Eaton who was for four years teacher of Household Economy, and during her last year here preceptress of Washburn Hall, has recently been elected head of the New Woman's Hall of the State University of Ohio. During the year just ending she has had charge of the departments of Household Economics at Mill's College, Oakland, California.

Miss Elizabeth Merritt, class 1903, was graduated from Teacher's College in June of this year and has been elected critic teacher of the primary department in the State Normal School at Aberdeen, S. D., for the coming year.

Cupid seems to be fairly busy among the Alumnae. The number of his victories is alarmingly large and shows no signs of being lessened. Within the last few months we have received announcements of the marriage of Miss Bessie Sturgis, '05 to Mr. Roberts; of Miss Ethel Wright '06, to Mr. Charles Dodd; of Miss Florence McLean '05 to Mr. Charles R. Wright, and of Miss Florence Swendby '05 to Mr. Geo. Brown; Miss Clara Rowe '06 to Mr. Leif Swenummaen; Miss Jessie Campbell '06 to Mr. F. E. Church.

Other rumors, also, more or less vague, convince us that the little god is not so blind as not to know merit, though he is ruthless in robbing the profession of some of its most promising teachers.

Commencement Sunday, June 7, 1908, at 8:30 P. M.

Hymn—Awake My Soul.....Handel
 Responsive Reading.....The Ninety-First Psalm
 Response—Crossing the Bar.....Barnby
 Twilight Abt

Sextette

Sermon—Education and Morality.....
Rt. Rev. James McGolrick, Bishop of Duluth
 Solo and Chorus—As Pants the Hart..From Spohr's "Crucifixion"
 Evening Song to Virgin.....Sextette
 Misses Guerin, King, Todd, Merritt, Hopkins, Aiken.

Accompanist, Miss Fix,

Class Play.

THE FALCON

Alfred Lord Tennyson

CAST.

The Count Degli Alberighi.....Neil Loranger
 Filippo, Count's Foster Brother.....Melinda Lavalley
 The Lady Giovanna.....Ruby Harris
 Elizabetta, The Count's Nurse.....Lucy Wiseman

SYNOPSIS.

Previous to the opening of the story Ser Federigo was a suitor for the hand of Lady Giovanna, but family prejudice required her to marry his Rival.

Ser Federigo, after lavishing his fortune upon Lady Giovanna, lived in poverty and seclusion, taking for his constant companion a falcon, of rare worth.

After the death of her husband Lady Giovanna returns to her castle which is within view of Ser Federigo's cottage.

"Annie Laurie"Arranged
 Sextette.

SCENES FROM "IF I WERE KING"

McCarthy

CAST.

Louis XI. Nellie Anderson
 Francois Villon..... Vivian Burrell
 Lady Katherine..... Ruby Harris
 Herald of Duke of Burgundy..... Nina Nichols
 Tristan Mamie Wakelin
 Attendants

Opal Wiltse, Ina Martin, Eva Hathaway, Emily Ray, Florence Nelson.

Scene I—Fircone Tavern, France.

Scene II—King's Garden

Scene III—The same.

SYNOPSIS.

Louis XI., in order that he might know the spirit of his people, made a practice of frequenting in disguise the dens and by-ways of Paris. In Scene 1 he meets Francois Villon, a leading spirit among the habitués of the place, who has fallen a victim to the beauty of Lady Katherine.

Because of a duel with the Grand Constable, Villon is imprisoned, drugged and carried to court where he is made Grand Constable. To further satisfy this spirit of malign sport, the King bids Lady Katherine take her appeal for the life of Villon to the new Grand Constable.

Commencement Day Exercises.

PROGRAM.

Chorus—O Lord Most Merciful..... Concone
 Responsive Reading..... The Thirty-Fourth Psalm
 Response..... From Morning Invitation
 Chorus—Wiegenlied..... J. S. Frank
 Address—A Citizen of Zion..... Professor E. A. Ross
 Chorus—Fairyland Waltz..... Veazie
 Presentation of Diplomas..... Hon. J. C. Wise
 Sextette.

- (a) All Through the Night..... Welsh Melody
 (b) Good Night Abt

Graduates

Class of 1903.

Name.	Postoffice.	State.
Bessie Emily (Bowman) Jones.....	Duluth	Minn.
Helen Emily Bowyer.....	Minneapolis	Minn.
Amanda Ellefson	Duluth	Minn.
Agnes Rebecca Holt.....	Duluth	Minn.
Esther Levy	Minneapolis	Minn.
Willena Marshall	Duluth	Minn.
Elizabeth Merritt	Aberdeen	S. D.

Class of 1904.

Mary Sayles (Bartlett) Rumsey	Duluth	Minn.
Irene Buswell	Winona	Minn.
Blanche May Coulter.....	Duluth	Minn.
Ella (Deetz) Palmer.....	Duluth	Minn.
Catherine Farrell	Duluth	Minn.
Leora Pearl (Fenton) Smith....	Grand Rapids.....	Minn.
Ora Margaret Hathaway.....	Deceased July, 1907	
Mary Alphade Herrell.....	Grand Rapids.....	Minn.
Anna C. Johnson.....	Doran	Minn.
Kathryn Lou Joyce.....	Duluth	Minn.
Minda Juliana Knutson.....	Duluth	Minn.
Alma Kruschke	Duluth	Minn.
Dorothy Katherine Kuhns.....	Bellingham	Wash.
Clara (Laughton) Kilpatrick....	Biwabik	Minn.
Fanny Beulah Lippitt.....	Duluth	Minn.
Ella Vera Mason.....	Duluth	Minn.
Florence (McLean) Wright.....	Fergus Falls	Minn.
Jane Elizabeth Murray.....	Duluth	Minn.
Jennie Marie Myers.....	Virginia	Minn.
Carrie May Neff.....	Duluth	Minn.
Frances Ida Maud Neff.....	Duluth	Minn.
Mary Lucy O'Keefe.....	Duluth	Minn.
Emma Laurentia Olson.....	Duluth	Minn.
Clara Mildred Somerville.....	Virginia	Minn.
Florence May (Swendby) Brown	Hibbing	Minn.
Grace Lavinia Thompson.....	Virginia	Minn.
Hattie Yager	Duluth	Minn.

Class of 1905.

Emma C. Anderson.....	Litchfield	Minn.
Olive Russell Colbrath.....	Hibbing	Minn.
Alice Hix Conklin.....	Duluth	Minn.
Ida Doran	Hibbing	Minn.
Eva Bell Dysslin	Seattle	Wash.
Adelaide M. Eaton.....	Hibbing	Minn.
Nanna Einarson	Duluth	Minn.
Mrs. Bessie Giddings.....	Adolph	Minn.
Esther Harris	Superior	Wis.
Hilda J. Jorstad.....	Duluth	Minn.
Minnie Perttula	Ely	Minn.
Irene Emily Beau.....	Duluth	Minn.
Gertrude M. Schiller.....	Duluth	Minn.
Gladys Shaw	Duluth	Minn.
Myrtle M. Stark.....	Two Harbors	Minn.
Eva Blanche Stevenson.....	Clark	S. D.
Bessie Ellen (Sturgis) Roberts...	Royalton	Minn.

Class of 1906

Marian R. Berry.....	Coleraine	Minn.
Nina Burbank	Miles City	Mont.
Jessie Cecelia (Campbell) Church	Duluth	Minn.
Julia P. Carlson.....	Duluth	Minn.
Olga C. Carlson.....	Crystal Falls	Mich.
Rosabelle M. Carlson.....	Bovey	Minn.
Laura Detert	Red Lake Falls.....	Minn.
Mildred Frost	Portland	Ore.
Anna T. Hanson.....	Duluth	Minn.
Estelle Hicken	Duluth	Minn.
Ettie M. Hoskins.....	Buhl	Minn.
Kathryn A. Hoyer.....	Duluth	Minn.
Charlotte M. Hughes.....	Duluth	Minn.
Mary E. Kennedy.....	Duluth	Minn.
Agnes E. Lavallee.....	Duluth	Minn.
May E. Marshall.....	Jacksonville	Fla.
Fanny Mendelson	Duluth	Minn.
Marietta Murray	Eveleth	Minn.
Mary L. Ober.....	Duluth	Minn.
Elizabeth K. O'Keefe.....	Portland	Ore.
Violet E. Robinson.....	Duluth	Minn.
Clara (Rowe) Swennumsen.....	Rugby	N. D.
Anna M. Streed	Alexandria	Minn.
Cora Dell Schaffer.....	Duluth	Minn.
Margaret E. Shaw.....	Duluth	Minn.

Stella Swanson	Thief River Falls.....	Minn.
Maude A. Talboys.....	Chisholm	Minn.
Tannisse Tyler	Washington	D. C.
Ethal (Wright) Dodd.....	Superior	Wis.

Class of 1907.

Name.	Postoffice.	State.
Mary Blackmarr	Duluth	Minn.
Margaret Braeutigan	Coeur de Alene.....	Idaho
Gertrude Brown	Duluth	Minn.
May Brown	Soudan	Minn.
Flora Chisholm	Brickton	Minn.
Tessie Dolan	Proctor	Minn.
Nellie C. Flynn.....	Duluth	Minn.
Amy M. Forbes.....	Worthington	Minn.
Elsie Gandsey	Eveleth	Minn.
Theresa B. Hinsmann.....	Duluth	Minn.
Ella Holtorf	Sandstone	Minn.
Hazel Hopkins	Proctor	Minn.
Genevieve Ives	Duluth	Minn.
Irene Keehan	Thompson	Minn.
Kathleen D'Arcy Kelly.....	Duluth	Minn.
Lillie Korthe	Fergus Falls	Minn.
Elsie Krey	Duluth	Minn.
Ray L. Leland.....	Duluth	Minn.
Elizabeth McDonald	Coleraine	Minn.
Isabel McLean	Duluth	Minn.
Marguerite Mitchell	New York	N. Y.
Jane Norval	Rush City	Minn.
Laura G. Pepple.....	Sandstone	Minn.
Sadie Pennington	Basin	Mont.
Lillie V. Olszen.....	Duluth	Minn.
Hazel M. Owens.....	Lakeview P. O.....	Minn.
Anna C. Peterson.....	Soudan	Minn.
Louana Phelps	Duluth	Minn.
Eliza J. Remfry.....	Carlton	Minn.
Etta Robert	Duluth	Minn.
Alice E. Sand	Ashland	Wis.
Millie R. Shane.....	Chisholm	Minn.
Helen M. Shaver.....	Lakeview P. O.....	Minn.
Mamie Stochl	Mountain Iron	Minn.
Claire Sullivan	Proctor	Minn.
Ell Rose Taylor.....	Duluth	Minn.
Sophie Thomas	McKinley	Minn.
Bessie L. Turnbull.....	Hunter's Park	Minn.
Leonora J. Ulsrud.....	Sandstone	Minn.
C. A. Margaret Wolfe.....	Nampa	Idaho

Class of 1908

Nellie Anderson	Duluth	Minn.
Clara Aune	Duluth	Minn.
Eunice Brotherton	Duluth	Minn.
Vivian Burrell	Duluth	Minn.
May F. Carlson	Soudan	Minn.
Ella M. Chase	Bear River	Minn.
Elvira Fuglseth	Fertile	Minn.
Lillian Gowan	Duluth	Minn.
Ruby M. Harris	Duluth	Minn.
Eva M. Hathaway	Duluth	Minn.
Bertha Hendy	Virginia	Minn.
Danelda M. Hoar	Hibbing	Minn.
Magdalene Holmberg	Fertile	Minn.
Florence Levy	Minneapolis	Minn.
Julia E. Lilja	Duluth	Minn.
Neil Loranger	Duluth	Minn.
Blanche M. Mallory	Duluth	Minn.
Ina Martin	Soudan	Minn.
Carmen Miller	Ely	Minn.
Florence Nelson	Duluth	Minn.
Nina L. Nichols	Buhl	Minn.
Anna P. Nilsen	Moose Lake	Minn.
Ethel O'Connor	Two Harbors	Minn.
Marcia H. Potter	Aitkin	Minn.
Emily Ray	Fosston	Minn.
Rose B. Segelbaum	Minneapolis	Minn.
Hedwig Stahlbusch	Duluth	Minn.
Mary Wakelin	Duluth	Minn.
Grace B. Wasley	Duluth	Minn.
Irene Wetzler	Duluth	Minn.
Opal Wiltse	Hunter's Park	Minn.
Lucy Wiseman	Pine City	Minn.

OFFICERS OF THE ALUMNAE ASSOCIATION.

Helen M. Shaver (1907)	President
Nina L. Nichols (1908)	Secretary
Flora Chisholm (1907)	Treasurer

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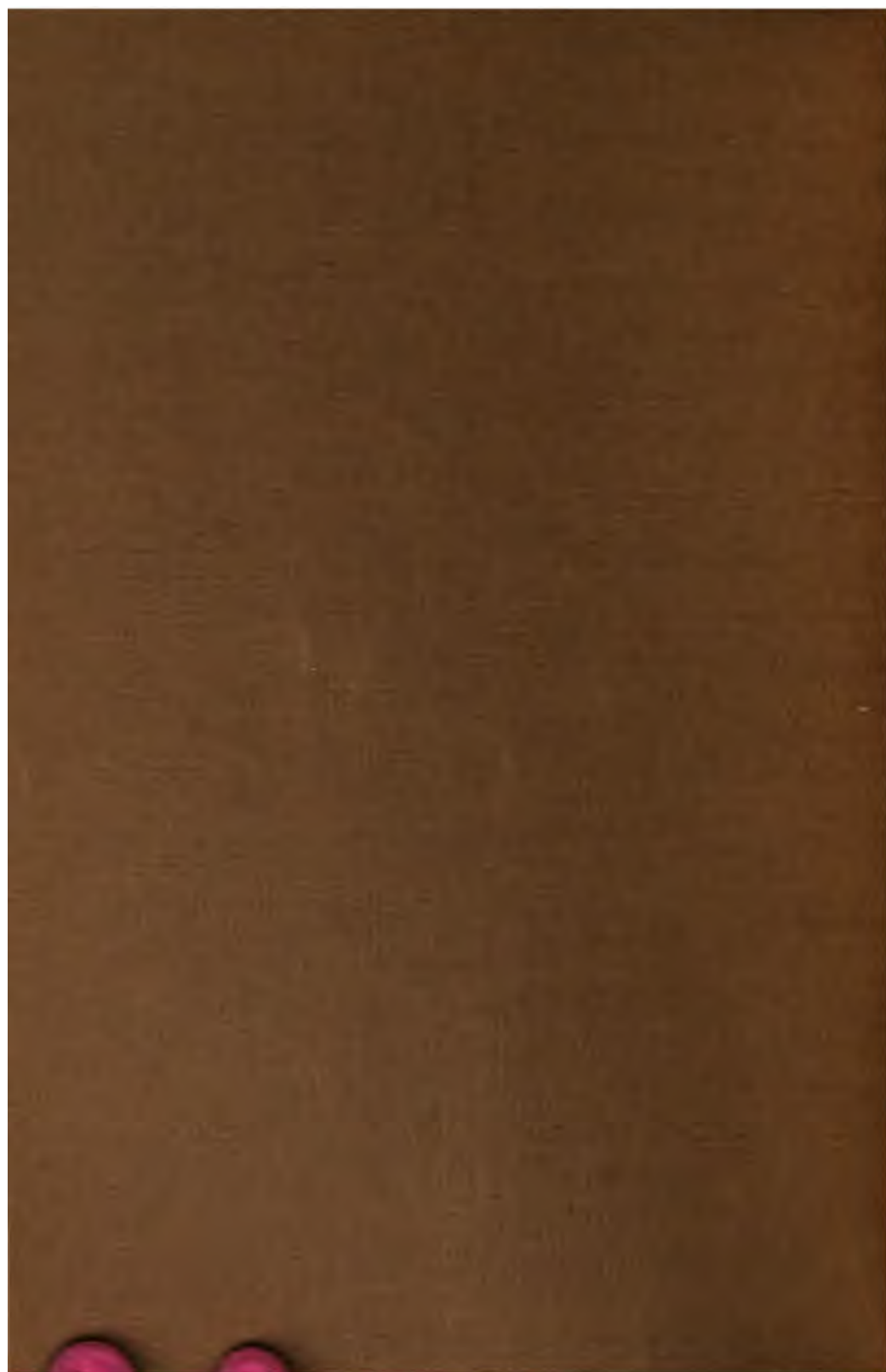
OF THE



STATE NORMAL SCHOOL

DULUTH, MINNESOTA

NOVEMBER, 1908



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BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

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Calendar for 1908-1909.

Winter Term

Enrolment of Students	Tuesday, December 1, 1908
Class-work begins	Wednesday, December 2, 1908
Christmas Holidays begin	Wednesday, December 23, 1908
Class-work resumes	Tuesday, January 5, 1909
Term Closes	Thursday, March 11, 1909

Spring Term

Enrolment of Students	Tuesday, March 23, 1909
Class-work begins	Wednesday, March 24, 1909
Term Closes	Thursday, June 10, 1909

The Enthusiastic Student.

L. W. KLINE.

The efficient student is the honor student; the enthusiastic student may or may not be. This seems true in both school and life. Enthusiasm always precedes an efficient life and would doubtless continue with it did we but know more of the fine art of living. Dr. Garfield in his recent inaugural address at Williams College divided students into three classes: "Men of earnest purpose with native powers with unusual character and promise; (2) men of earnest purpose without unusual native powers, and (3) men who may or may not be endowed by nature with special gifts, but whose most striking characteristic is lack of earnest purpose." Students of the first type need only a liberal atmosphere and opportunities; they know the worth of time and appreciate the value of substance nor will they ever become a care and a charge to the faculty. "Men in the second class must be thoroughly cared for, because they represent the large majority of citizenship. They will not become scholars, but it will be possible to cultivate their scholarly tastes and to teach them to appreciate the best in every department." "Those of the third class ought not to be in college—they are often 'good fellows,' but if they are 'loafers' the doors of the college ought to be promptly and effectually closed against them." Prof. Shaler, Dean of the Lawrence Scientific School, told me some twelve years ago that nearly two-thirds of the men in that department were in the wrong place, that a craft or a trade of the coarser arts would have been more suitable to their capacities and temperaments. Far from being enthusiastic over their school work, they were positively bored by the costly facilities and generous opportunities arranged at infinite pains and sacrifice for the sake of learning. But in the enthusiastic student faculties, equipments and foundations find their end and realization. In fact through them the spirit of the school is kept true to its purposes. As an instance of how enthusiasm attracts the best talent to its aid, I recall an offer made by Prof. Gilderaleeve's most worthy successor, Col. Peters, of the chair of Latin in the University

of Virginia, to our freshman class: "Young gentlemen! To those of you who earnestly desire to become proficient in the Latin (the Colonel always referred to Latin as the Latin), command me at any time. I will most cheerfully get up at any hour of the night to aid such a young man in his studies." I now know that Col. Peters meant every word, for he was a rare man and a great teacher. Enthusiasm, like humility, is a passport to large patrimony. "Except ye turn and become as little children ye shall in no wise enter into the kingdom of heaven." And just as surely does child-like enthusiasm bring the student into his own.

He may not be a cynosure in the eyes of the severely mannered, but he is a comfort and an inspiration to his fellow students and teachers.

The conditions that form enthusiasm, like those of genius, are not well understood. Biography is perhaps the most reliable source of information. A personality as a member of the family, or a relative, or a friend, or a teacher may incite a student to enthusiastic earnestness in his work. One recalls such a service rendered by Frau Herbart to her son, John Herbart; Mrs. Huxley to her son, Thomas H. Huxley; Rev. Thomas Somerville to his niece, Mary Somerville; S. T. Coleridge to Charles Lamb; Thomas Arnold to the Rugby boys, and Agassiz to every biologist of repute in America.

Enforced economy both in time and money is a persistent recruiting officer to the ranks of enthusiastic scholarship. Reasons here are patent enough. I have known students whose appetite for knowledge was whetted by necessary absence from school for service in business or at home. This homely and wholesome service gives time in which to "think things over."

A few good books, particularly of biography, have been the leaven in some cases. Henry IV of France, says of Plutarch's Lives: "It has been to me as my conscience, and has whispered in my ear many virtuous suggestions for excellent maxims for my own conduct and for the management of my affairs." The enthusiastic student is not discouraged by a slow rate of progress nor puffed up by unusual successes. His interest in the merits of his studies deprives the conventional signs of progress of their usual influence. He is loyal to his friends and his school, is not easily provoked and does not question school policies and expediences. The enthusiastic student

is young in his interests, tastes and attitudes. He is continually searching for meanings which may often lead him to ask unusual and even queer questions. This trait may be a menace to the comfort of the teacher whose lectures need revising, and whose ideas, though naked, are not ashamed.

Perhaps more enthusiasts fail than succeed, and yet we are bound to credit the notable achievements of science to this class of students. Science does not move at a uniform rate, but by leaps and bounds. This mode of progress is related to the behavior of enthusiasm as a dominant force in the makers of science. Count Rumford wept like a child when he discovered the facts that underlie the modern theory of heat. When Newton saw the proof of his law of gravitation nearing completion he was so mightily stirred that he could not control himself sufficiently to finish the mathematical calculation and had to call in a friend. It was an enthusiastic American inventor that made the rapid navigation of the high seas a possibility, and all signs indicate that we shall soon give credit to the same source for the rapid navigation of the air.

The New Course of Study and Proposed Changes With Reference to the Value of Diplomas.

At its last annual meeting, on July 23rd, the Normal Board adopted this resolution: "Resolved, That the Presidents of the Normal Schools be requested to present to this Board at its next meeting a revision of the courses of study, and provide a course, or courses, containing such subjects and quantity of work as are now offered in the best normal schools of the country, or as will strengthen the course of study; and that the Presidents present, at that meeting, if they deem it wise, a plan for recognizing the completion of a given portion, or portions, of the Standard Course of Study, other than by granting a diploma, looking towards, or qualifying teachers for, the rural schools, and that the Presidents include in this report such recommendations for legislative action as they may desire to suggest."

In accordance with the requirements of the foregoing resolution, the Presidents of the five Normal Schools held a meeting at St. Paul during the latter part of August and adopted the following series of resolutions, to be laid before the Normal Board.

RESOLUTIONS:

That a Standard Course of Study with provisions for electives be recommended.

That the maximum requirement for graduation be sixty term units of work.

That the Standard Course of Study be the union of the present courses of study.

That the Advanced Diploma be granted, as at present, to persons who complete the full course of study of sixty term units of work, as outlined in the Standard Course of Study, in one of the State Normal Schools. Thirty-six units of work shall be credited to Minnesota State High School graduates or graduates of other schools from courses of equivalent rank.

That an Elementary Diploma be granted to persons who complete twelve specified term units of work in the

Standard Course of Study, provided that such persons shall be graduates of a four years' course of study, meeting the requirements of admission to the State Normal Schools, in a State High School, or in a school of equal rank; and that the said Elementary Diploma shall be valid as a teachers' State certificate of the first grade for a period of three years, and shall not be renewable.

That an Elementary Diploma be granted to persons who complete thirty-six specified term units of work in the Standard Course of Study, and that the said Elementary Diploma shall be valid as a teachers' State certificate of the first grade for a period of three years; that the said Elementary Diploma shall not be renewable, until the holder thereof shall have completed twelve additional term units of work in a Minnesota State Normal School, when the said Elementary Diploma may be renewed for a period of three additional years.

That the State Superintendent of Public Instruction shall be authorized to issue a teachers' State certificate of the second grade to any person who shall have completed twenty-four specified term units of work in the Standard Course of Study in a Minnesota State Normal School.

The meeting of the Normal Board for the consideration of these resolutions was held at St. Paul on September 18th. The recommendations were given very careful consideration and adopted. At the same time, a committee of the Board was appointed to aid in securing the legislation needed to change the value of the diplomas in accordance with the recommendations of the Board.

Following is a list of the electives agreed upon:

	Terms.
Agriculture	2
Astronomy	1
Children's Literature.....	1
Drawing Supervision.....	2
Economics	1
English	2
Higher Mathematics.....	2
History, Md. Europe.....	2
Home Economics.....	3
Latin	2
Library Science.....	1
Man. Training Supervision.....	2
Physics, Advanced.....	1
Physical Culture.....	1

Primary Methods.....	2
Public Speaking.....	1
Special Methods.....	2
Writing and Spelling.....	¼

This action of the State Normal Board, when supplemented by the necessary legislation, as it no doubt will be, will embrace four important requirements:

First: The issuance of diplomas in harmony with the value of the work done.

Second: A Standard Course of Study for all students.

Third: A list of electives to be employed in adapting the work to the individual needs and capacity of students.

Fourth: A somewhat higher standard of graduation.

As already indicated, the action of the Normal Board with reference to the changes in the value of the diplomas will not be effective until it is embodied in an act of the State Legislature. These modifications are generally conceded to be desirable and there is no reason to doubt that the Legislature will authorize them. The other recommendations of the Board do not require legislative action and will become effective at the opening of another school year.

Every one acquainted with Normal School affairs in this State knows that there has been for some time much dissatisfaction with the existing courses of study and especially with reference to the fact that the several courses, differing so widely in value, lead to diplomas having practically the same value. The existing six courses of study have been established, one after another, in response to the development of new conditions and needs, very much as houses are sometimes built onto for the accommodation of a growing family. This has resulted in the necessity of carrying on several more or less distinct lines of work at a very considerable sacrifice of time and energy and has rendered it quite impossible to offer any optional subjects and thereby make the programs of the students sufficiently elastic to meet special needs. It was, in practice, an attempt to meet the needs of several classes of students by establishing so many separate and distinct courses of study, with the result that it has been impossible to administer them in such a way as to harmonize and economize effort or to render the better courses sufficiently attractive to the students who ought to elect them. The shorter courses have grown in popularity and have, there-

fore, predominated in the minds of students in fixing the standard of graduation. The changes which the Board has recommended will undoubtedly prove effective. By reason of them the Normal Schools should, and no doubt will, be able to render more efficient service to all the schools of the State. The recommendation for the issuance, through the State Superintendent's office, of a State certificate of the second grade to those who complete two years of work is in the interest of the rural schools. It should very materially increase the number of teachers with Normal School training in rural school service.

**The Following List of Words is One Which Every
Student Who Shows Any Deficiency in Spelling
Will be Required to Master.**

**It has been prepared by
MISS ANNA N. CAREY.**

abbreviation	advertising	analyze
abdomen	advice	anecdote
ability	advise	angel
abolish	aerial	angle
abscess	affect	animal
absence	affectionate	ankle
abundant	against	anniversary
academy	aghost	annoyance
accelerate	agitate	annually
accented	agreeable	annulled
accept	albumen	Antarctic
accident	alcohol	antecedent
accommodate	alert	antiquity
accumulate	alien	anxiety
accurate	alkali	anxious
accuse	alley	apology
accustom	allowed	appall
ache	ally	apparatus
achieve	almanac	apparent
acid	almost	appearance
acknowledgment	alms	appetite
acme	aloud	application
acquaintance	alphabet	applicant
acquire	already	appreciate
acquittal	altar	approach
acre	alter	appropriate
across	although	approved
acute	altitude	approximate
address	always	architecture
adjacent	amateur	area
admirable	ambiguous	arrangement
admission	ambitious	arrival
admitted	ammunition	arsenal
advantageous	analysis	artificial

ascent	bicycle	celebrate
ascertain	biography	celery
assent	birth	cemetery
assignment	biscuit	censure
assistance	bi-weekly	ceremony
assistant	blizzard	certain
associate	boundary	certificate
athletics	bowl	cessation
atmosphere	breadth	chalk
attendance	breath	challenge
attendant	breathe	changeable
attention	brethren	characterize
attorney	brevity	chemistry
auburn	bridal	chief
audible	brief	chimney
auditor	brilliancy	chocolate
authentic	Britain	choice
autumn	British	choir
auxiliary	bulletin	choose
avalanche	bureau	choosing
average	burglar	chord
avoidrupois	busily	chose
awful	business	chosen
awhile	busy	cinder
awkward	button	cipher
bachelor	calculate	circle
bade	calendar	circumference
balance	callous	cistern
balloon	campaign	citizen
banish	camphor	classical
banquet	canceled	cleanse
bass	cannon	clemency
before	capable	cloth
beginner	capacity	clothe
beginning	capital	coarse
beguile	capitol	cohesive
behavior	captor	collar
belief	capture	college
believe	carol	collision
beneficial	carriage	colloquial
benefit	carried	colonel
bereave	carrot	column
berth	carrying	comely
between	cautious	comic
beverage	ceiling	coming

commemorate	convergence	deficient
commerce	coolest	deficit
committee	costume	definite
communication	council	definition
companion	counsel	deign
comparable	counsellor	delicious
comparison	counterfeit	dense
competent	country	dependant
competition	couple	dependence
complement	courage	dependent
completed	courageous	depict
compliment	course	deposit
concealment	courtesy	descend
concede	cousin	descendant
conceit	creature	describe
conceive	crescent	description
concession	crises	desert
condemn	crisis	desirous
condense	criticise	despair
confectionery	criticism	desperate
confidence	crowd	despise
confidential	cruel	dessert
congenial	curiosity	destructible
congratulate	curious	detain
conjugate	currant	develop
Connecticut	current	diagram
connection	curtain	diamond
conscience	cushion	diary
conscientious	customs	dictionary
conscious	cyclone	died
consequence	cylinder	difference
considerable	czar	different
considerate	daily	difficulty
consonant	daisies	digit
conspicuous	daughter	dilemma
conspiracy	deaf	diligent
constitution	deafen	dimensions
contagious	decease	director
contention	deceit	disagreeable
contestant	deceive	disappear
continuing	decorate	disappearance
control	defendant	disappointment
controversy	deference	disapprove
convenience	defiance	disastrous
convenient	deficiency	discern

disciple	embarrass	existence
discipline	emissary	expect
discourage	employment	expel
discreet	enamel	experience
discrepancy	encore	extinct
discussion	encouragement	facilities
disease	encyclopedia	faculty
disinfectant	endeavor	fair
dissatisfied	endurance	familiarity
dissect	enemy	family
dissipation	engineer	famine
dissolve	engross	famous
distinguish	enmity	fare
dividend	enough	fascinate
divine	enthusiasm	fashion
divisible	enthusiastic	feast
document	envelop	feather
donkey	envelope	feature
double	epitaph	February
doubt	epithet	feminine
dough	epoch	fertilizer
dried	equaled	fictitious
drowned	equation	fierce
dungeon	equator	fiftieth
dyed	equilibrium	fling
dyeing	equipped	filling
dying	equivalent	finally
eager	error	financial
early	especially	finely
earnest	essential	fissure
eccentric	etiquette	flourish
echo	eulogy	foliage
economy	evidence	forcible
edible	exaggerate	forecast
effect	examining	forehead
efficiency	exceed	foreigner
efficient	excel	foretell
eighth	excelled	forfeit
elegy	excellence	forgotten
elementary	excellent	formally
eleventh	except	formerly
eligible	excite	formula
ellipse	excusable	fortify
elm	exercise	forty
else	exhibit	fossil

fourteen	hesitate	interpret
fourth	hoping	intimate
franchise	honey	introduction
freezing	honor	invalid
freight	horison	invariable
friend	humility	investigation
frontier	hygiene	invincible
fulfill	icicle	invite
fullness	idiot	iron
fundamental	ignite	isle
furlough	ignorant	ivory
furnace	illicit	jealousy
gas	illustrious	jewelry
gathered	imaginary	journey
gauze	immediately	joyial
geography	immense	judgment
gesture	impel	juicy
giant	imperative	jurisdiction
gist	impertinent	justifiable
glimpse	implements	kernel
goal	improvement	kitchen
gore	incense	knack
gorgeous	indefinitely	knead
government	indelible	knife
governor	independent	knowledge
graduation	indict	laboratory
grammar	inevitable	labyrinth
grateful	infantry	laid
grieve	infectious	language
grievous	infinitely	later
grotesque	inflammation	latitude
guarantee	influence	latter
guard	informal	laughter
guess	innocent	lawyer
habit	inseparable	leaden
handkerchief	insignificant	leading
harass	instead	led
haughty	instructor	legacy
heavy	integer	legible
height	intellect	leisure
heinous	intelligence	lettuce
heir	intelligent	library
heirloom	intelligible	license
herb	interest	lichen
heresy	interesting	lightning

liquor	miniature	oblique
literal	minority	occasionally
literary	minute	occurred
literature	miracle	occurrence
loathe	mirror	ocean
locomotive	miscellaneous	o'clock
logical	mischievous	offensive
loose	misjudge	often
lose	missile	omitted
loser	misspelled	onion
lovable	model	opening
luscious	molasses	operation
luxuriant	monarch	opinion
luxury	monastery	opportunity
lying	mosquito	opposite
lynch	motion	orally
lyric	mountainous	orchestra
machinery	muscle	ordinance
magazine	muscular	ordinary
maintain	museum	organize
majesty	musical	origin
malicious	musician	orphan
management	mutual	owner
maneuver	mysterious	oxygen
manual	mystery	oyster
manufacture	mythology	pacify
manuscript	narration	pagan
mariner	necessary	palace
marshal	necessity	paradise
martial	negative	paragraph
marvelous	negotiable	paralyze
massacre	negroes	parent
mathematics	neighbor	parenthesis
meager	neutral	parliament
meant	nickel	partial
measure	niece	participate
mediaeval	nineteen	participle
medicine	ninety	particular
mercantile	ninth	partisan
meridian	noisy	partition
memorable	normal	passed
mention	noticeable	past
messenger	noun	patience
metaphor	obeyed	patient
millinery	obliged	patronage

patronize	plain	purpose
peace	planed	pursue
peaceable	planned	pursuit
peasant	pleasant	quadruple
pedagogical	pleasure	quality
pedagogy	pneumonia	quantity
pencil	poem	quarantine
people	poetical	quartz
perceive	poisonous	queue
perception	police	quiet
perform	position	quite
perhaps	positive	quotient
perilous	possession	radiant
peripheral	possible	radish
permanent	poultry	rain
permission	practice	rarity
permitted	practise	rascal
perpendicular	prairie	ready
perpetrate	praise	readiness
perpetuate	pray	realization
perpetual	precede	reasonable
persecute	precinct	rebellion
persevere	precious	recede
persistence	precise	receipt
personal	preference	receive
perspiration	preferred	receptacle
persuade	prejudice	recipe
phase	preliminary	recitation
phenomenon	preparation	recognition
philosophy	prevalence	recognize
physical	previous	recommend
physician	prey	recompense
physics	principal	reconcile
physiology	principle	reconsider
physiography	privilege	reference
pianist	process	referred
picnic	professor	regretted
picture	promissory	reign
piece	prophecy	rein
pier	propose	release
perce	protestant	relieve
pillar	psalm	religious
pillow	psychology	reluctant
pitcher	pumpkin	remedy
pivot	punctuate	reminiscence

remittance	scientific	society
remnant	scissors	solemn
renounce	scourge	solicit
represent	scratch	solo
rescue	scythe	sophomore
reservoir	search	soprano
respectfully	secede	southern
responsible	secession	souvenir
restaurant	seize	sovereign
retail	seminary	speak
retain	senses	special
retaliate	sensible	species
retrieve	sentence	specimen
revere	sentimental	spectacle
review	separate	speculate
revise	serenade	speech
rhetoric	serial	spherical
rheumatism	series	spoonful
rhyme	serious	squalor
rhythm	servant	standard
ridiculous	service	stationary
righteousness	several	stationery
roughness	sewer	statistics
rudiments	shepherd	statue
sachet	sheriff	statute
sacrifice	shield	stayed
sagacious	should	steadfast
salad	shoulder	steamer
salary	shovel	steward
sandals	shrewd	stomach
sarcastic	shriek	stooped
satisfaction	significant	stopped
satisfactory	siege	strike
satisfy	sieve	student
saturated	similar	studious
Saturday	simplify	studying
saucy	simultaneous	style
scandal	sincerely	submerge
scansion	sinew	submitted
scarcely	skein	subtle
scared	skeleton	succeed
scarred	skillful	success
scenery	slaughter	sudden
scholar	sleigh	sufficient
science	soak	suicide

sulphur	tomb	vertical
superintendent	tongue	vessel
superior	tonsillitis	vicious
supersede	total	victuals
supervisor	touch	view
supremacy	tough	village
supreme	traffic	villain
sure	traveler	vinegar
surgeon	traveling	vocabulary
surprise	traverse	volunteer
suspense	treachery	voyage
suspicion	treason	wagon
syllable	treasury	waist
syntax	tried	waltz
system	truly	wander
tactics	Tuesday	warrior
tailor	tuition	waste
talkative	twelfth	wealthy
tariff	tyranny	weary
technical	tyrant	weather
telescope	umbrella	Wednesday
temperance	unchangeable	weigh
temperature	uncle	wharf
tenacity	unconscious	whether
tendency	union	which
tennis	unit	whistle
tenor	university	whiteness
tense	until	whole
Teuton	urchin	wholesome
theater	urgency	wholly
their	urgent	whose
theorem	using	willful
theoretical	usually	witch
theory	utensil	woman
there	vacancy	women
therefore	vaccinate	wonder
thesis	vacuum	woolly
thief	vain	worship
thorough	valiant	wound
though	variegated	wreath
thought	vegetable	wrestle
throne	vehicle	writer
through	vell	writing
thrown	vein	written
thumb	ventilation	yield
tobacco	verbal	zoology
together	verdict	
toilet	verge	

Lighting.

Light should come from left
side. From above as much as possible.
Windows are best.
Nothing light in bulk not in
place.

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BULLETIN

OF THE

 STATE NORMAL SCHOOL

DULUTH, MINNESOTA

FEBRUARY, 1909



Vol. III.

FEBRUARY, 1909.

No. 4.

BULLETIN

OF THE

STATE NORMAL SCHOOL

DULUTH, MINNESOTA

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Some Experimental Evidence on the Doctrine of Formal Discipline.

Class of 1907, Reported by L. W. Kline.

The *problem* of this investigation was suggested by "experiment" 15 pp. 253-254 of Thorndike's *Principles of Teaching*. Briefly stated the problem seeks to determine the effect that acquired skill in striking out e's and t's may have upon the accuracy and rate of observing and striking out the parts of speech. Stated in a general way: the problem is to learn the effect that observing form has upon the appreciation of meaning. Striking out the letters merely involved the observation of two well known forms. Dealing with the words, on the other hand, required an appreciation of their function in the sentence.

The *material* consisted of pages cut from U. S. Government reports of the navy and interior departments. Pages of uniform type and about equal in amount of subject matter were selected. The work was done during the session of 1906-'07 by seventeen members of the senior class and the writer in connection with the work in pedagogy at the Duluth State Normal School. The class was composed of fifteen high school graduates in their second year at the normal and two English and Latin students in their fourth year. Two groups, each composed of nine members, were formed and were designated practice group and control group. The latter of course struck out no letters. At the beginning of the experiment both groups worked together for two days, forty-five minutes a day, striking out the parts of speech. Monitors were appointed to give starting signals, give the time for each individual in striking out a part of speech on two pages, to collect and tabulate the results.

The practice group then spent fourteen days from thirty to forty-five minutes per day in striking out e's and t's. On the eighteenth day from the beginning of the experiment the two groups reassembled and spent two days in striking out parts of speech under conditions similar to that of the first. We will designate the times devoted to the parts of speech as the first and second periods.

The *results* for all the work are embodied in the four tables that follow. They call for a brief comment. Table III. shows the skill obtained in the matter of the letters. As each student gave practically the same amount of time to practice, the wide variations in their attainments might likely be considered an expression of their individual differences. No doubt it is such with reference to this task. My knowledge of their progress in their school work justifies the results in part. There are two exceptions. E. K. was an honor student and attains the highest rate in striking out parts of speech, but her progress in striking out e's and t's was only fair. T. H., a substantial student, ranks sixth from E. K. in striking out the parts of speech, but she attains the maximum rate for letters.

Both groups show decided gains at the second period. See Tables I. and II. Three items; the average rate per minute for striking out words, a quantitative measure, the average number of wrong words and of omitted words, qualitative measures, are considered in estimating the amount of progress. I use averages since we are dealing with groups rather than individuals and the numbers are thereby kept smaller. The comparative Table IV., parts (a), (b), (c) and (d) is composed of averages of the three items specified. Part (a) shows the averages for the practise group for the first and second period. The rate of progress for the parts of speech in this case is 2.46, the average of the algebraic sum of the differences. It means that the nine students, working together, struck out for any part of speech 2.46 more words per minute the second period than the first. In the items of wrong and omitted words the algebraic sum of the differences between the first and second periods is the measure of their progress. In this case it is 15.6 units. It means that each student of the group had 15.6 less wrong and omitted words checked against her the second period. Part (b) shows the rate of progress of the control group in the matter of parts of speech to be 4.6 and for the wrong and omitted words to be 28.2 units. The progress of the control group exceeds that of the practice for parts of speech by 53½% and for the wrong and omitted words 53%. The relative standing of the two groups is shown in part (c). The practice group before practice excels the control group at the rate of 3.82 words per minute and for the wrong and omitted words 12.2. According to part (d) after practice the excess rate of the practice group is reduced to 1.32 words per minute, and for wrong

by .4 words. The practice group, then, measured by the control group, has lost 66.5% of its efficiency for striking out parts of speech and is excelled by 40% for omitted and wrong words. Another mode of comparison is to reckon omitted and wrong words and parts of speech under the heading of possible vantage points. While this is more striking, it is less accurate. In this case each column stands as a possible scoring point. Referring again to Table IV. part (c) it shows that the practice group excelled in 12 out of the 15 possible points, or 80%. Part (d) shows that the same group after their practice excelled in only 10 points out of the 15, or 66%. And further inspection shows that seven out of the ten vantage points have their score materially reduced e. g., in the matter of verbs and prepositions the score stands 5.1 and 9.3 respectively in favor of the practice group and after practice they are reduced to 3.6 and 1.4.

The facts may be summarized as follows: (1) The practice group excels the control group in quantity and largely in quality of work during the first period. (2) The quantity and quality of the work of the control group during the second period excels in rate of progress that of the practice group. (3) The work of the second period of the practice group shows absolute losses in quantity and quality. (4) The work of the control group in the second period shows absolute loss in quality of work only.

The superior work of the practice group in the first period was due perhaps to a high state of interest, or better emotional dynamics. Compared with the control group they felt that more was expected of them, that they were "Gideon's band," so to speak, and that their efforts would be more closely inspected. The control group had no such incentives. They regarded their part as routine class work. One remarked to me that she never felt that she was in the experiment.

The meaning of the relatively inferior work of the practice group in the second period is best made out from the reports of the members of the group. One says: (1) "In crossing out parts of speech one always had to think what part of speech the word was." (2) "The crossing out of the letters became a habit and instead of crossing out words one wanted to cross out e's and t's. These seemed to be seen so much more clearly than the parts of speech." Another writes, "The practice with e's and t's hindered me in dealing with the parts of

speech. I think it was because I became accustomed to looking for e's and t's and the tendency was to cross out those letters rather than the parts of speech." A third says, "There was, however, a tendency to cross out words containing e's and t's rather than the required part of speech." My own experience tallies with that of the students. The e's and t's got the attention even in irrelevant words. In the right word these letters, if present, were often the only part crossed—this was contrary to our rules of work, a word required a horizontal stroke, letters an oblique stroke. They at times appeared larger and blacker than the other letters. This illusion persisted for six months afterwards. In dealing with the letters our attention was given to mere form and when working with words it was directed to their use or function in a sentence. The letter-habit interfered with the word-marking process and thereby incapacitated it for that manner of work. These results find confirmation in our common life. "One who has learned to concentrate altogether on the meaning of the printed page—finds it extremely difficult, if not impossible, to read proof accurately. And conversely a first class proof reader is likely to be a slow reader."

What contributions do these considerations make to the doctrine of formal discipline? They show that acquired skill of a very special sort does influence other activities. This influence may be negative or positive; in the present instance it was decidedly negative i. e., it hindered achievement in another mode of a somewhat related activity. This experiment is one of several made within recent years that tend to place the doctrine of formal discipline back in its old historical position but with a new meaning. Special training and study have a general significance on our mental life. It is as if our whole mental estate levies a tax for general purposes upon every mental process. I conjecture that further investigations will show that the manner and application of the levy are made through the gateway of attention. The direction of the transfer of special training, the nature of its influence and the mental processes affected thereby are some of the questions in this field requiring further investigation.

**Table III. Practice Group, showing results attained by
14 days practice in striking out e's and t's.**

NAMES	Av. Rate per Min.	Percentage of Increase	No. of Letters Omitted
T. H.....	73.7	31%	40
T. K.....	94.6	68%	79
L. K.....	68.0	54%	76
E. K.....	77.0	64%	131
E. McD.....	88.0	168%	105
I. McL.....	73.0	120%	159
N. N.....	76.6	121%	241
H. O.....	75.0	87%	234
H. S.....	84.5	88%	268

Table IV. Comparing the averages of the first and second periods of the practice group, of the control group, and of the two groups with each other.

PRACTICE GROUP.

PART (a)	Nouns	Wrong Words	Omitted	Verbs	Wrong Words	Omitted	Prepositions	Wrong Words	Omitted	Pronouns	Wrong Words	Omitted	Adverbs	Wrong Words	Omitted
After Practice..	34.0	1.6	12.6	11.4	5.0	6.0	28.0	0.5	7.2	8.5	2.3	6.3	3.5	0.6	6.3
Before Practice	28.6	4.6	17.3	9.8	6.5	4.0	25.9	3.0	8.2	6.0	4.4	5.0	6.6	1.7	9.3
Differences	7.4	3.0	4.7	1.6	1.5	-2.0	2.1	2.5	1.0	2.5	2.1	-1.3	-3.1	1.1	3.0

- sign indicates loss after practice.

PART (b)

CONTROL GROUP.

Second Period..	30.4	1.4	10.3	11.3	6.0	7.0	26.6	1.7	9.3	5.0	0.6	4.0	5.5	0.7	7.0
First Period.....	23.5	5.1	17.0	8.7	7.0	5.0	16.6	2.6	10.5	4.6	0.3	13.7	4.4	2.0	13.0
Differences	6.9	3.7	6.7	2.6	1.0	-2.0	10.0	0.9	1.2	0.4	-0.3	9.7	1.1	1.3	6.0

- sign indicates loss at second period.

PART (c)

BEFORE PRACTICE.

Practice Group Averages	28.6	4.6	17.3	9.8	6.5	4.0	25.9	3.0	8.2	6.0	4.4	5.0	6.6	1.7	9.3
Control Group Averages	23.5	5.1	17.0	8.7	7.0	5.0	16.6	2.6	10.5	4.6	0.3	13.7	4.4	2.0	13.0
Differences	5.1	0.5	0.3	1.1	0.5	1.0	9.3	0.4	2.3	1.4	4.1	8.7	2.2	0.3	3.7

PART (d)

AFTER PRACTICE.

Practice Group Averages	34.0	1.6	12.6	11.4	5.0	6.0	28.0	0.5	7.2	8.5	2.3	6.3	3.5	0.6	6.3
Control Group Averages	30.4	1.4	10.3	11.3	6.0	7.0	26.6	1.7	9.3	5.0	0.6	4.0	5.5	0.7	7.0
Differences	3.6	0.2	2.3	0.1	1.0	1.0	1.4	1.2	2.1	3.5	1.7	2.3	2.0	0.1	0.7

† sign indicates the vantage points of the Control Group over the Practice Group before and after the practice of the latter.

School News.

Since the beginning of the fall term an Athletic Club has been organized under the direction of Miss Long. The club met during the fall twice a week at three o'clock. While the weather permitted the girls did their Indian club swinging out of doors. Later on a very interesting part of the work for some of the members was that of learning to dance. Miss Van Stone taught the girls not only the common waltz and two-step, but many fancy dances. There has been much enthusiasm in the club. Until the present time athletics has received little attention in this school, although we have always felt that regular physical exercise should be a part of the curriculum. During the winter term the Athletic Club plans to go snow-shoeing once a week.

On the last Friday evening before the Christmas vacation the Athletic Club presented a play called "The Three Chauffeurs." It was an entertaining, bright little farce. The girls not only looked pretty, but performed their parts admirably. The proceeds went toward buying certain necessary furnishings for the Rest Room. The program and cast are given below:

"THE THREE CHAUFFEURS."

A Comedy by Willowdean Chatterson.

Time—The present.

Place—A house party near Duluth, at the home of Mrs. Lary Spencer.

CAST:

Kitty Kennedy...	The	} ..Margaret McLellan
Lary Spencer....	Three	
Marion Hunter...	Chauffeurs	
Mrs. Lary Spencer.....		Jean Stapleton
Gertrude Castleton		Margaret Raleigh
Betty Marshall		Grace Aiken
Lois Drummond		Fannie Stevenson
Jane Armstrong		Jessie Todd
Lucille Beverley		Katherine Guthrie
Minta Morris		Ruth Raleigh
Eugenia Allen		Clara Randall
Mary Smith		Clarabelle Durbrow

Patience Primrose	Myrtle King
Mrs. Spencer (Mother-in-law)	Ethel Lewis
Lieutenant Churchill	Clara Hanson
Nora, the Cook	Sophia Soderburg
Annie, the maid	Margaret Grogan

MUSIC:

My Lady Chlo—by Claigh Leighten.....	The Glee Club
Fleeting Days—by Bailey.....	The Glee Club
Forget Me Not—by Glese.....	Washburn Hall Quartette

This term we are trying the experiment of having two sessions daily instead of one. School closes at three o'clock. It seemed advisable to try this plan because heretofore there have been frequent and unavoidable conflicts in the program, and insufficient time for laboratory work.

On account of the two sessions many girls who formerly went home for luncheon are obliged to bring lunch to school. Therefore the president has ordered the two rooms at the west end of the building, one on the second floor and one on the third, to be fitted up for lunch rooms. Each room will be furnished with several tables with white table linen, and equipped with a small gas stove for heating chocolate or tea.

There is a new Kranich and Bach grand piano in the assembly hall.

During the fall term several of the Board of Normal School Directors paid this school a visit. It was a pleasure to hear these gentlemen speak in chapel. While they were here, we seized the opportunity of stating to them, aided by the persuasive eloquence of Mr. Washburn, what we consider our pressing needs. We greatly need an assembly room much larger than the present one, with an adequate stage and scenery for plays. Our assembly room is now so small that it will accommodate hardly more than the students. When we have public entertainments, such as a class play or commencement exercises, it is impossible to seat all the guests. On this account it has been necessary for the past two years to repeat the Senior class play a second night. Our stage is small. We have no stage scenery whatever, so our ingenuity is taxed to the utmost to arrange for outdoor scenes. In addition to a new assembly hall, we asked the Board for a gymnasium, and for another boarding hall, inasmuch as Washburn Hall cannot accommodate all the girls who apply for places.

Two literary societies have been organized, one under

prints, and have employed many of the color schemes in their stencilling.

One of the critic teachers told a little boy in her room to ask his mother to come over that afternoon to see the prints exhibited in the Drawing Room. He delivered the message thus: "Miss A—— says there is a Japanese prince at school, and wants you to come over to see him."

The party given last term by the Seniors for the Juniors and Faculty was very unique. The invitation looked like railroad announcements of a homesekers' excursion. Every guest was asked to come in costume, suitable to such a trip. The long lower hall of the school building was arranged to represent the interior of a train of cars. There was a baggage car, several immigrant cars, parlor and dining cars. There were the usual officials and colored porters. All sorts of interesting people were found to be on this train: foreign immigrants who could speak no English, women suffragists, farmers, chorus girls, cowboys and society belles. It was a delightful party. As everybody had a role to play, everyone had a good time.

For the Friday before Christmas the children of the Model School issued invitations to their parents and to the entire Faculty for a Christmas party. The day before the party all the boys started out with their little hatchets and sleds to gather greens in the woods. They came back with sleds piled high. The lower half of the building next day was gay with decorations of evergreen and paper poinsettia. It was a pleasant sight to watch the children going through the intricacies of the grand march, and playing many a merry game. One of the recitation rooms had been transformed into a refreshment room. In the center stood a table decorated with poinsettia and a circle of ten tall white candles.

Miss Quilliard has recently been giving a series of lectures for parents and Normal students.

The corner of Twenty-third avenue and Fifth street, opposite the Normal, has been entirely transformed by the erection of three new houses. We feared that they might obstruct our beautiful view of Lake Superior, but fortunately the Normal stands on such high ground that other buildings cannot in the least interfere with the view.

A skating rink has been made on Twenty-fifth avenue East and Fifth street, about two blocks from the Normal. A large part of the fund for making this rink was con-

tributed upon condition that the privileges of the rink should be free to the students boarding at Washburn Hall.

Because of the large number of students taking the work in Domestic Science, it has become necessary this year to change the requirement from a two to a one year course.

The following Christmas program was given just before the holidays instead of the regular chapel exercise.

Hymn, "Hark the Herald Angels Sing.".....
 Psalm
 Response
 Chorus, "The Heavens Are Telling".....Haydn
 Recitation, "The Angel and the Shepherds".....
Sadie Stevens
 Essay, "Carol Singing in England".....Hattie Nelson
 Old English Carol.....Miss Van Stone and eight girls
 Recitation, "Jest 'Fore Christmas".....Ruth Hamblin
 Recitation, "There's a Song in the Air" Ellen Vandergrift
 Solo, "The Birthday of a King," Neidlinger.....
Miss Van Stone
 A personal Experience on New Year's Eve in Lon-
 donDorothy Bateman
 Recitation, "Ring Out, Wild Bells"....Margaret McLellan
 Chorus, "Nazareth."

Personals.

It is gratifying to all connected with this school that Mr. Washburn has decided to accept his reappointment as resident director for the next four years.

Miss Olive Horne, the eighth-grade critic, has obtained a leave of absence for the winter term. She and her mother are spending the winter in California.

Mrs. Kline is acting as substitute in Miss Horne's absence.

Miss Dora Eaton, formerly head of the Domestic Science Department, after teaching for a year in Mills College, California, is at present preceptress of a girl's dormitory connected with Ohio State University at Columbus, Ohio.

Miss Helen Bainbridge, formerly Supervisor of Manual Training in this school, is now following the profession of house decorator in New York City.

Miss Ellen Vandergrift, after an absence of two years, has returned to continue her course.

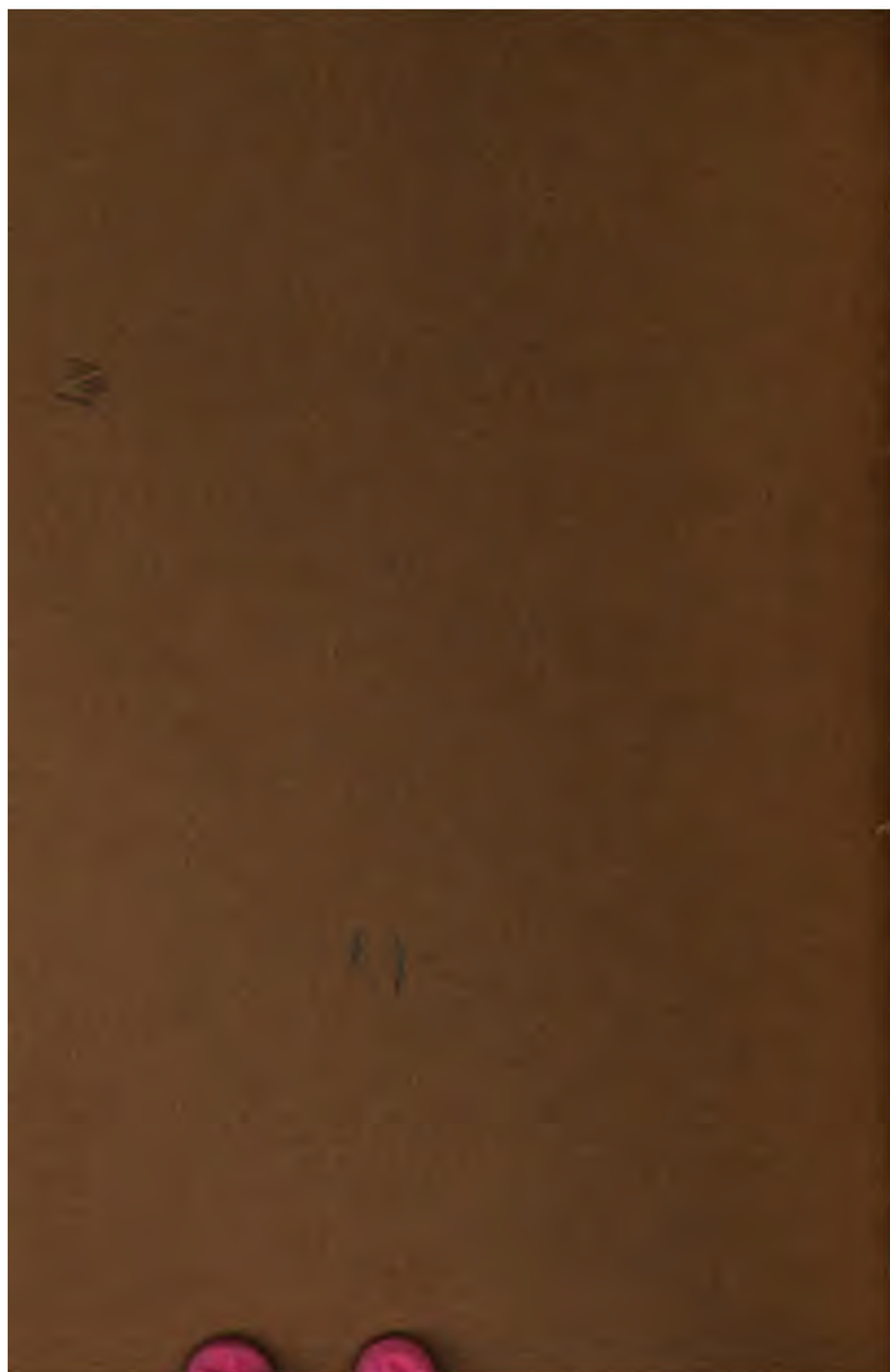
Miss Sadie Stevens, who was unable to be in school last year on account of her health, has returned to finish her work with the Senior class.

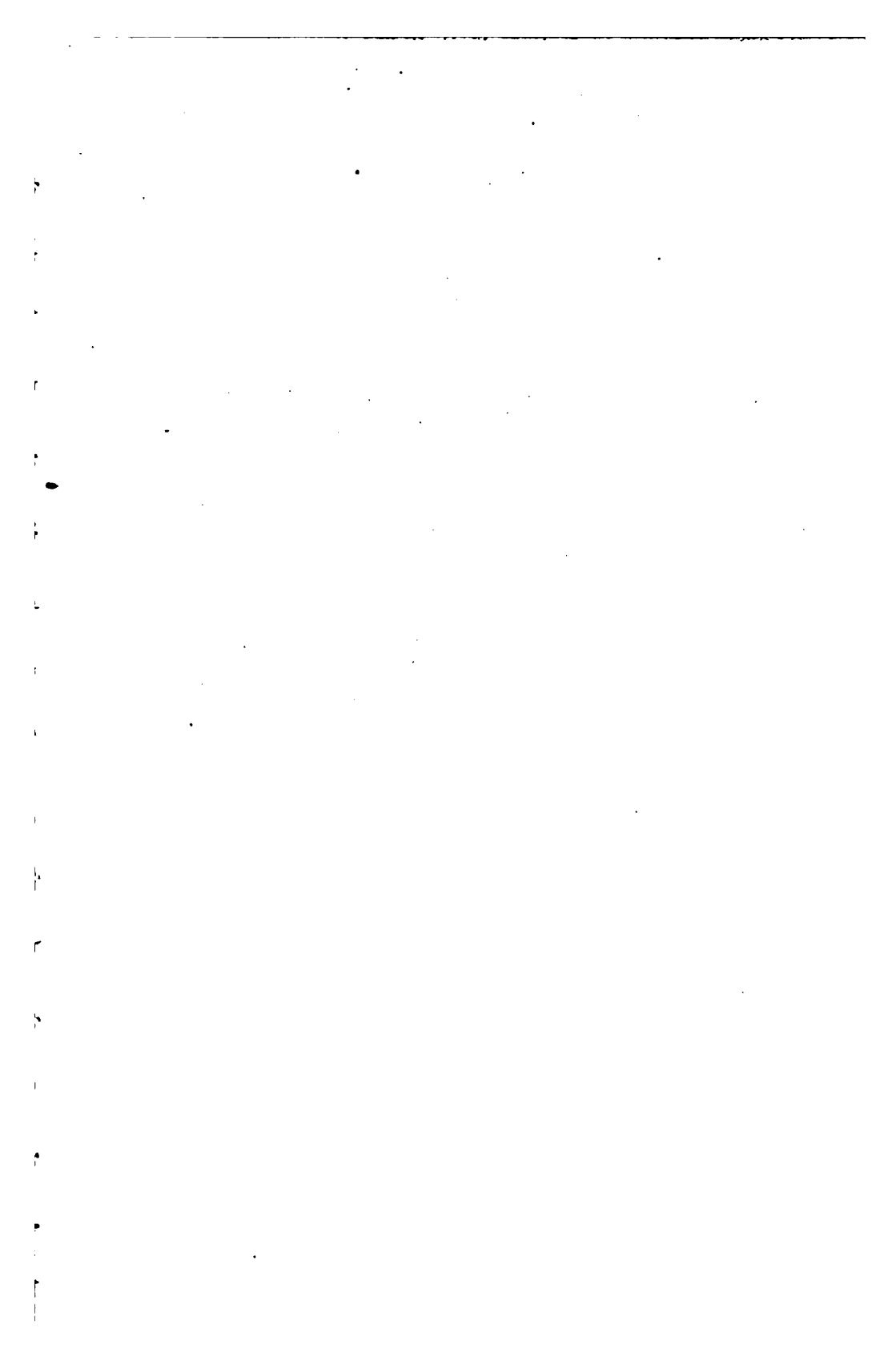
Miss Mildred Wiltse, '10, is teaching in Langford, South Dakota.

Miss Van Stone entertained the Glee Club recently.

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